

Early Level Learning Outcomes

HWB 0-21a *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 0-22a *I am developing my movement skills through practise and energetic play.*

HWB 0-23a *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 0-24a *By exploring and observing movement, I can describe what I have learned about it.*

EXA 0-08a *I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully*

EXA 0-09a *Inspired by a range of stimuli, I express my ideas, thoughts and feelings through creative work in dance*

EXA 0-10a *I have opportunities to enjoy taking part in dance experiences.*

EXA 0-11a *I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others work.*

Movement Skills

- I can:**
- run
 - walk backwards
 - walk along a bench
 - move in different directions
 - move in different ways
 - walk
 - jump
 - gallop
 - hop
 - roll
 - curl
 - stretch
 - climb
 - balance on different parts of my body
 - do bunny jump
 - roll a ball
 - aim at a target
 - throw
 - kick a ball
 - stop a rolling ball
 - retrieve and control a ball
 - catch a bean bag
 - catch a ball
 - hit a ball with a bat or stick

Co-operation and Competition

- I can:**
- follow instructions
 - name equipment
 - listen
 - have fun
 - share space
 - remember my group
 - work with a partner
 - copy a partner/teacher
 - find a space
 - use my imagination
 - clap in time to music
 - use my imagination
 - take turns
 - use apparatus safely
 - use my imagination
 - be friendly
 - work in my own big space
 - move to music

Early Level Learning Outcomes

Early years activities include the learning of physical skills through **Gymnastics, Creative Movement, Games and Athletic** type activities.

All outcomes and experiences should be delivered through physical activity and play within the nursery, outdoors, in the sports hall or gymnasium and in local halls or community facilities.

Resources and Information

- ❑ *Early Years Resources Bag provided to all schools*
- ❑ *Infant Games - Perth & Kinross Council*
- ❑ *Parachute Games - Perth & Kinross Council*
- ❑ *Active Story Books*
- ❑ *Developmental Exercise Programme for Use in Schools - Sally Goddard Blyth, INPP*
- ❑ *Action Rhymes and Songs*
- ❑ *Basic Moves, Edinburgh University - Mike Jess*
- ❑ *Top Play Bag and Resource Cards*
- ❑ *Top Start Bag and Resource Cards*
- ❑ *Gymnastics Fun and Games - Patty Hacker, Rick Malmberg, Jim Nance*
- ❑ *Health Matters Busy Feet Resource Pack - www.healthmatterseducation.co.uk*

I can hop



Athletics Learning Outcomes

First Level

HWB 1-21a *I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to improve my skills to develop control and flow.*

HWB 1-22a *I am developing skills and techniques and improving my level of performance and fitness.*

- I can:**
- follow instructions to keep myself and others safe
 - throw different shaped equipment at a target
 - hit a large target with different shaped equipment
 - throw for distance
 - run fast
 - jump high
 - jump for distance
 - work as part of a team
 - work with a partner
 - encourage and help my classmates when they are performing
 - understand what part of my body helps me do each activity

Second Level

HWB 2-21a *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 *I practice, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness*

- I can:**
- sprint
 - perform an underarm and over arm throwing action for distance
 - hit a variety of targets with different equipment
 - recognise a pull and push throw
 - perform a standing jump for distance
 - perform a standing jump for height
 - work as a member of a team
 - work co-operatively with a partner
 - encourage and help my classmates when they are performing
 - measure, time or record performance
 - understand how strength and speed effect my performance
 - understand why technique in athletics events is important
 - understand which muscle groups I use in each activity
 - follow instructions and understand the safety implications for all athletics events

Athletics Learning Outcomes

Third Level

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 3-22a *I practice, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness.*

Fourth Level

HWB 4-21a *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 4-22a *I can organise my time to practice, 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.*

- I can:**
- complete a 100m sprint
 - complete a 800m run
 - organise and complete a 4x100m relay
 - perform and recognise technique in throwing events-shot putt, discus and javelin
 - perform and recognise technique in long jump.
 - perform and recognise techniques in high jump
 - co-operate in a group while timing/measuring and recording
 - understand the safety implications' for all athletics events
 - understand how the different aspects of fitness affect performance in athletics events (strength, stamina speed and flexibility)
 - recognise my strengths and development needs in track athletics
 - recognise my strengths and development needs in field athletics
 - organise my own sessions and adopt different roles
 - lead an event specific warm up
 - interpret and organise a given set of instructions
 - record and analyse results
 - understand the safety implications for all athletics events

Athletics Learning Outcomes

Activities

- ❑ *Relay type activities*
- ❑ *Travelling activities to either collect or throw equipment*
- ❑ *Running and jumping over hurdles*
- ❑ *Running fast activities to a point and back*
- ❑ *Jumping activities along the ground or in the air*
- ❑ *Throwing activities to self, to partner or at a target*
- ❑ *Starting and stopping games from different positions, standing crouching, lying down*
- ❑ *Change direction activities, dodging others, tig, stop and go games*
- ❑ *Balancing activities on lines on the floor or on benches*
- ❑ *Technique practices- emphasis on arm and leg movements*

For Information

- ❑ *Elevating Athletics Pack from Scottish Athletics in all Schools. Primary and Secondary resource.*
- ❑ *Sports Hall Athletics Pack with Individual Recording Cards - www.sportshall.org*
- ❑ *Basic Moves - Mike Jess, University of Edinburgh*
- ❑ *Top Sport Pack*

I can encourage
and help my
classmates
when they are
performing

Creative Movement Learning Outcomes

First Level HWB 1-22a <i>I am developing skills and techniques and improving my level of performance and fitness.</i>	Second Level HWB 2-22a <i>I practice, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness.</i>
EXA 1-08a <i>I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice.</i> EXA 1-10a <i>I am becoming aware of different features of dance and can practice and perform steps, formations and short dance.</i> EXA 1-09a/2-09a <i>Inspired by a range of stimuli, I express my ideas, thoughts and feelings through creative work in dance</i> EXA 1-11a/2-11a <i>I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others work.</i>	EXA 2-08a <i>I can explore and choose movements to create and present dance, developing my skills and technique.</i>
I can: <ul style="list-style-type: none"> <input type="checkbox"/> perform simple travelling actions <input type="checkbox"/> perform simple turns and jumps <input type="checkbox"/> perform simple movements <input type="checkbox"/> express my thoughts and feelings through movement <input type="checkbox"/> find and use space safely <input type="checkbox"/> share space with others <input type="checkbox"/> follow simple instructions <input type="checkbox"/> perform a short dance with a starting and finishing position <input type="checkbox"/> move to music <input type="checkbox"/> give a personal response to music <input type="checkbox"/> link simple dance actions together <input type="checkbox"/> perform contrasting movements in a dance <input type="checkbox"/> perform creative responses to music and other stimuli <input type="checkbox"/> pretend to be someone or something to music 	I can: <ul style="list-style-type: none"> <input type="checkbox"/> work with a partner or group in creating a dance <input type="checkbox"/> use space and share space effectively <input type="checkbox"/> create a section of a dance in response to ideas and music <input type="checkbox"/> understand the effect dancing has on my body <input type="checkbox"/> link dance actions together <input type="checkbox"/> move in time to music using creative body movements <input type="checkbox"/> perform contrasting actions <input type="checkbox"/> teach my dance to others <input type="checkbox"/> observe other pupils dances and give feedback <input type="checkbox"/> repeat and recall a creative dance <input type="checkbox"/> change direction, speed and levels of movements <input type="checkbox"/> use my imagination to be someone or something in a dance <input type="checkbox"/> perform a dance from my own and other culture

Creative Movement Learning Outcomes

Third Level	Fourth Level
<p>EXA 3-08a <i>I have created and taken part in dance from a range of styles and cultures</i></p> <p>EXA 3-11a <i>I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others work.</i></p>	<p>EXA 4-08a <i>I can apply my performance skills to dance with accuracy, control, body awareness, sensitivity and movement flow. I can communicate my artistic intention and take account of different audience groups.</i></p> <p>EXA 4-09a <i>I can select ideas from a range of stimuli to choreograph dance motifs in creative ways.</i></p> <p>EXA 4 -10a <i>I can participate in dance styles and activities which challenge and extend my repertoire of movement and my knowledge of the styles and cultures of dance.</i></p> <p>EXA 4-11a <i>I can analyse technical aspects of dance, make judgements and express my opinions on my own and others work.</i></p>
<p>HWB 3-22a <i>I practice, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness.</i></p>	<p>HWB 4-22a <i>I can organise my time to practice, 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.</i></p>

- I can:**
- work with a partner or group to create a sequence of movement using specific stimulus
 - observe other pupils and give constructive feedback on their performance
 - am aware of the physical effect of creative movement on my body
 - produce creative movements with confidence
 - convey an emotion through creative movement
 - select an appropriate quality of movement
 - use my skills to show creative movement with increasing accuracy
 - show creative movement with control
 - show creative movement with body awareness
 - show creative movement with sensitivity and flow

Creative Movement Learning Outcomes

Activities

- Listening to music and clapping to the rhythm*
- Teaching simple movements in time with the music*
- Teaching simple dance routines, build up gradually eg Magic carpet ride*
- Children are allowed to be as creative as they want*
- Aerobic warm up in time with music*
- Gradual build up of dances - learning each step individually then gradually adding steps on until whole dance is performed*
- Co-operative practices with partners or in groups*
- Mainly teacher directed, but section (16 beats) of each dance to be created by children*
- Children to use own style and creativity for each dance*

Information

- Dance notes: madmusik@brianmadigan.com*

I can repeat and recall a creative dance



Fitness Learning Outcomes

First Level

HWB 1-22a *I am developing skills and techniques and improving my level of fitness.*

HWB 1-24a *I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback.*

- I can:**
- exercise safely
 - warm up and cool down
 - recognise what body parts I am using
 - understand exercise makes me feel good
 - have fun and enjoy exercise
 - exercise to make my heart go faster
 - exercise to make my muscles stronger
 - perform a range of activities to keep me fit
 - recognise choices in healthy living

Second Level

HWB 2-22a *I practice, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness.*

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.*

- I can:**
- recognise and perform warm up and cool down
 - recognise and name which body parts are working during exercise
 - understand and safely perform exercise to strengthen my bones and muscles
 - understand the importance of flexibility for health and sport
 - have fun and enjoy exercise
 - feel good through exercise
 - safely perform cardiovascular exercises
 - record the effect of exercise on my body
 - be aware of good posture
 - appreciate the benefits of regular exercise
 - design my own fitness circuit

Fitness Learning Outcomes

Third Level

HWB 3-22a *I practice, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness.*

HWB 3-24a *I can analyse and discuss elements of my own and others' work, recognising strengths and identifying areas where improvements can be made.*

Fourth Level

HWB 4-22a *I can organise my time to practice, 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 4-24a *I can:*

- *observe closely, reflect, describe and analyse key aspects of my own and others' performances;*
- *make informed judgement, specific to an activity;*
- *monitor and take responsibility for improving my own performance based on recognition of personal strengths and development needs.*

- I can:**
- recognise and understand the warm-up*
 - perform a warm up and cool down for specific activities*
 - plan and lead a warm-up specific to and activity*
 - identify the major muscle groups used in exercise performance*
 - understand the effects of exercise on my personal fitness*
 - have fun and enjoy exercise*
 - feel good about myself through exercise and be aware of the mental, physical and social side of keeping fit*
 - record the effects of exercise on my body*
 - understand how muscles work and the impact of exercise on my physique*
 - work with others and feel valued and appreciated*
 - design and follow a personal fitness programme*
 - participate in different types of fitness work*
 - understand the different methods of fitness training*
 - make links to local fitness facilities*

Fitness Learning Outcomes

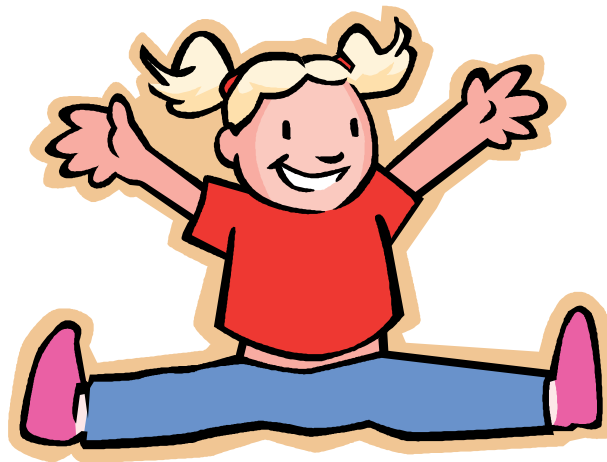
Activities

- ❑ *Walking, running, skipping, active games playing, exercise to music*
- ❑ *Active circuits*
- ❑ *The skeleton and muscles*
- ❑ *Circuits related to strength/endurance/speed*
- ❑ *Set personal circuits*
- ❑ *Monitor activity levels*
- ❑ *Running activities*
- ❑ *Stretching*
- ❑ *The heart and lungs*

Information

- ❑ *Health Matters Resource Pack - www.healthmatterseducation.co.uk*
- ❑ *Teaching Health Related Exercise - Jo Harris, Jill Elbourn - www.humankenetics.com*
- ❑ *Fitness Booklet - Perth & Kinross Council*
- ❑ *Sports Stretch - Michael J Alter - Leisure Press*

I can feel good
through exercise



Games Learning Outcomes

First Level

- HWB 1-21a** *I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to improve my skills to develop control and flow.*
- HWB 1-22a** *I am developing skills and techniques and improving my level of performance and fitness.*
- HWB 1-23a** *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.*

- I can:**
- work individually and with others
 - co-operate and share the space and equipment safely
 - throw using overarm or underarm technique
 - catch
 - roll and retrieve a ball
 - kick a ball using different parts of my foot
 - bounce a ball
 - strike a ball with a bat or stick
 - play chasing games
 - stop with control
 - dribble, pass and receive a ball
 - side step and dodge
 - aim and hit a target
 - understand and follow simple rules of a small sided game
 - work well with everyone

Second Level

- HWB 2-21a** *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** *I practice, 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.*

- I can:**
- use different skills such as striking, throwing, catching, running, jumping, bouncing and dribbling according to the game situation
 - aim and hit a target frequently
 - understand how to score a point and keep the score
 - play competitive small sided games
 - make up a game and explain it to the rest of the class
 - understand rules and why they are used
 - follow the rules in a game
 - understand and play in attack and defence
 - dodge, get free and move into a space
 - mark a player
 - display good sportsmanship
 - understand the responsibility of different roles such as scorer, referee and timekeeper
 - understand how aspects of fitness effects performance in games

Games Learning Outcomes

Third Level

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 3-22a *I practice, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness.*

HWB 3-23a *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.*

Fourth Level

HWB 4-21a *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 4-22a *I can organise my time to practice, 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 4-23a *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.*

- I can:**
- move into a space and make or receive a pass when under pressure*
 - use a wide range of skills in a challenging environment*
 - consistently apply different skills effectively in game situations*
 - consistently make the appropriate pass*
 - strike a ball/shuttle to consistently hit a target*
 - aim and hit a target frequently under pressure*
 - understand how to score a point and keep the score in a wide range of activities*
 - play full sided games with understanding of different roles within the team*
 - organise and run a competition/tournament*
 - display and promote good sportsmanship*
 - understand how endurance, strength speed and flexibility affects performance in games*
 - understand the importance of including all abilities in activities and recognising people's strengths and weaknesses.*
 - understand the benefits of participating in a game situation*
 - understand different positions and roles within games*
 - understand the social, physical mental and emotional benefits of participating in game situations*
 - referee small sided games and competently and successfully enforce the rules*
 - understand the rules in a wide range of activities and apply them whilst participating or officiating*
 - successfully fulfil different roles within a team*

Games Learning Outcomes

Activities

- ❑ *Individual and partner practices*
- ❑ *Skills practice with use of different sizes and shapes of equipment*
- ❑ *Throwing catching, rolling, striking activities developing each action*
- ❑ *Aiming for a target or partner*
- ❑ *Catching or stopping skills*
- ❑ *Imaginative games that involve direction, colours, numbers...*
- ❑ *Low level competitive activities*
- ❑ *Movement skills with and without equipment*
- ❑ *Simple target practice games*
- ❑ *Introduction of simple rules*
- ❑ *Ball games*
- ❑ *Chasing games*
- ❑ *Individual, partner and team practices*
- ❑ *Skill challenge games-how far, how fast, how many...*
- ❑ *Small sided games*
- ❑ *Introduction of proper rules of games*
- ❑ *Passing and moving practices with and without equipment*
- ❑ *Strategies of attack and defence in small sided games*
- ❑ *Physical fitness development activities*
- ❑ *Teaching specific skills and movements for specific activities - dribbling in basketball, chest pass in netball, batting in softball...*
- ❑ *Creating opportunities for pupils to adopt different roles in games, attacker, defender, referee...*
- ❑ *Tag games*
- ❑ *Throwing and catching games*

For Information

- ❑ *Games Skills - a fun approach to learning sport skills. Stephanie J Hanrahan/Teresa B Carlson, Human Kinetics Publishers*
- ❑ *Fun and Games - 100 sport-related activities for 5-16. Anthony Dowson/Keith E J Morris, Human Kinetics Publishers*
- ❑ *101 fun warm-up and cool-down games. John Bly, Human Kinetics Publishers*
- ❑ *www.ltscotland.org.uk/physicaleducation*

I can aim and
hit a target
frequently



Gymnastics Learning Outcomes

First Level

HWB 1-21a *I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to improve my skills to develop control and flow.*

HWB 1-24a *I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback.*

- I can:**
- show basic control when travelling and when still
 - find and use space safely
 - make my body tense, relaxed, stretched and curled
 - roll in different ways
 - balance in different ways
 - take weight on my hands safely
 - hold a balance for 3 seconds
 - travel and climb in different ways
 - make different shapes with my body
 - perform movements on the floor
 - perform movements on a variety of apparatus
 - link 3 skills or more together and repeat them
 - perform jumps on the floor and from apparatus safely
 - copy what someone else does
 - recognise and describe how I feel during gymnastics activity
 - describe what others and I have done
 - be safe

Second Level

HWB 2-21a *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 2-24a *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.*

- I can:**
- balance showing different body shapes and using different body parts
 - roll showing different body shapes and using different body parts
 - perform actions on a variety of apparatus
 - perform the 5 basic jumps on the floor and on apparatus
 - show ways of controlling my weight on my hands
 - plan, perform and repeat a sequence of at least 4 moves with changes of speed, level and direction
 - perform individually, with a partner and in a small group
 - understand and use mirroring, matching, following, leading and working in unison
 - assess myself and my peers and suggest improvements
 - understand how strength and suppleness effects performance in gymnastics
 - understand why safety is important in gymnastics

Gymnastics Learning Outcomes

Third Level

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 3-24a *I can analyse and discuss elements of my own and others' work, recognising strengths and identifying areas where improvements can be made.*

Fourth Level

HWB 4-21a *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 4-24a *I can:*

- *observe closely, reflect, describe and analyse key aspects of my own and others' performances;*
- *make informed judgement, specific to an activity;*
- *monitor and take responsibility for improving my own performance based on recognition of personal strengths and development needs.*

- I can:**
- balance with and without a partner/group showing a variety of shapes and varying base sizes*
 - roll using different body shapes showing a variety of entries and exits*
 - demonstrate the use of inversion, rotation, flight, balance*
 - demonstrate a range of skills on a variety of apparatus*
 - plan, perform and repeat a sequence of at least 6 moves with changes of speed, level and direction*
 - perform individually, with a partner and in a small group*
 - assess myself and my peers and suggest improvements*
 - understand how strength and flexibility effects performance in gymnastics*
 - perform a broad range of gymnastics skills in a variety of gymnastics contexts*

Gymnastics Learning Outcomes

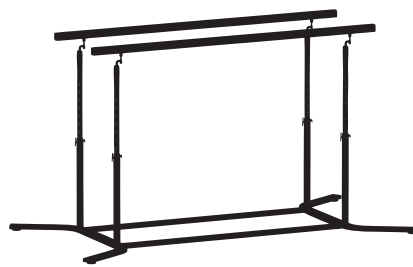
Activities

- ❑ *Individual and partner activities*
- ❑ *Working in groups sharing equipment*
- ❑ *Use of small and large apparatus/equipment*
- ❑ *Follow my leader activities - mirroring, meeting/parting*
- ❑ *Developing combinations of action on the floor and on apparatus*
- ❑ *Use of different pathways*
- ❑ *Linking actions together and changing the context - slow fast, high, low, on own, with partner*
- ❑ *Recognising with teacher's help which body parts they use and the effect on their body*
- ❑ *Turning, rolling, balancing, jumping and climbing*
- ❑ *Remembering actions and adding on so the complexity of remembering is enhanced*
- ❑ *Discussions*
- ❑ *Transfer of weight from one part of the body to another*
- ❑ *More controlled movement with a definite starting and finishing position*
- ❑ *Varying relationships on/off, in/out, alongside equipment*
- ❑ *Linking the 5 jumps*
- ❑ *Working in unison, mirroring, matching, following and leading*
- ❑ *Work on strength and suppleness and how it affects performance in gymnastics*
- ❑ *Emphasise different body shapes such as wide, narrow, straight symmetrical/asymmetrical*
- ❑ *Perform basic balances such as headstand and handstand with support and teach how to support safely*

For Information

- ❑ *Gymnastics Fun and Games - Patty Hacker, Eric Malmberg, Jim Nance. Human Kinetics Publishers.*
- ❑ *Primary School Gymnastics - Lawry Price. David Fulton Publishers.*
- ❑ *British Gymnastics Proficiency Awards Resource Pack - information@british-gymnastics.org*
- ❑ *www.ltscotland.org.uk/physicaleducation*

I can perform
actions on
different
apparatus



Outdoor Activities/Teambuilding Activities Learning Outcomes

First Level

- HWB 1-22a** *I am developing skills and techniques and improving my level of performance and fitness.*
- HWB 1-23a** *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 1-24a** *I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback.*
- HWB 1-25a** *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.*

- I can:**
- take part in physical challenges
 - work as part of a team and co-operate with others
 - follow simple instructions
 - solve simple problems
 - be a leader
 - listen to and support others
 - understand safety
 - make simple choices
 - talk about my actions
 - help other people
 - be physically active everyday

Second Level

- HWB 2-22a** *I practice, 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.*
- 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.*

- I can:**
- take part in physical challenges
 - work co-operatively with a number of different people and groups
 - follow and read instructions
 - lead a group
 - listen to other peoples ideas and opinions
 - negotiate plans and goal setting
 - take responsibility for my own actions
 - discuss and reflect upon my actions
 - solve problems
 - recognise other peoples strengths and weaknesses
 - take calculated risks and perform a range of trust activities showing an awareness of safety
 - recognise when I am being physically active

Outdoor Activities/Teambuilding Activities Learning Outcomes

Third Level

HWB 3-22a *I practice, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness.*

HWB 3-23a *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 3-24a *I can analyse and discuss elements of my own and others' work, recognising strengths and identifying where improvements can be made.*

HWB 3-25a *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.*

Fourth Level

HWB 4-23a *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 4-24a *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 4-25a *I continue to enjoy daily participation in moderate to vigorous physical activity and sport and can demonstrate my understanding that it can:*

- *contributes to and promotes 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.*

- I can:**
- read and follow advanced instructions*
 - take part in physical challenges successfully*
 - design a challenge with other members of my group*
 - communicate the challenge to other groups*
 - make suggestions to my group and the whole group*
 - describe how I am being physically active*
 - use good judgement and commonsense to maintain a safe environment*
 - identify strengths and weaknesses within the group and apply these towards group success*
 - understand the benefits of taking part in physical challenges*
 - use positive phrases to encourage the group*
 - help involve all the group particularly those who are having difficulty*
 - listen to other peoples ideas and opinions*

Outdoor Activities/Teambuilding Activities Learning Outcomes

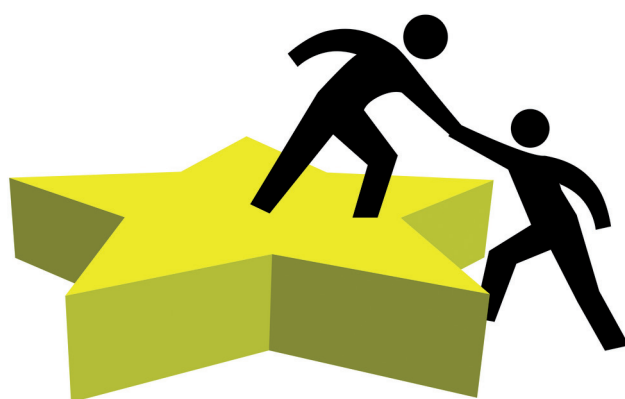
Activities

- ❑ *Individual and partner activities*
- ❑ *Small group activities*
- ❑ *Physical and problem solving games*
- ❑ *Use of small apparatus*
- ❑ *Simple mapping skills - orienteering*
- ❑ *Physical challenges based on a story*
- ❑ *Follow my leader activities*
- ❑ *Discussions*
- ❑ *Physically challenging activities*
- ❑ *Problem solving tasks*
- ❑ *Varying use of equipment and apparatus*
- ❑ *Risk taking activities*
- ❑ *Self and peer assessment*
- ❑ *Group reflection*
- ❑ *Invent games*

For Information

- ❑ *Essentials of Team Building - Daniel W Midura, Donald R Glover. Human Kinetics Publishers*
- ❑ *Outdoor Tops Pack*
- ❑ *Outdoor and Adventurous Activities - Lesson Plans. David Balazik www.acblack.com*

I can help other people



Social Dance/Scottish Country Dancing Learning Outcomes

<p>First Level</p> <p>HWB 1-22a <i>I am developing skills and techniques and improving my level of performance and fitness.</i></p>	<p>Second Level</p> <p>HWB 2-22a <i>I practice, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness.</i></p>
<p>EXA 1-08a <i>I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice.</i></p>	<p>EXA 2-10a <i>I have taken part in dance from a range of styles and cultures, demonstrating my awareness of the dance features.</i></p>
<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> work individually and co-operatively with a partner or in a group <input type="checkbox"/> find and use space safely <input type="checkbox"/> follow simple instructions <input type="checkbox"/> clap in time to the music <input type="checkbox"/> move in time to the music using different travelling steps <input type="checkbox"/> skip, gallop, side step, doh si doh <input type="checkbox"/> do a simple skip change of step <input type="checkbox"/> form simple formations and shapes by travelling round the gym <input type="checkbox"/> perform simple dances from other countries <input type="checkbox"/> perform simple Scottish dances <input type="checkbox"/> understand how dancing can make me feel good 	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> work with a partner or in a group <input type="checkbox"/> use space effectively <input type="checkbox"/> work in a larger group formation while dancing <input type="checkbox"/> recall and follow dances in relation to music <input type="checkbox"/> form different formations such as circle, square and line <input type="checkbox"/> understand the cultural significance of a dance <input type="checkbox"/> perform dances from other countries <input type="checkbox"/> perform Scottish country dances <input type="checkbox"/> understand the effect dancing has on my body <input type="checkbox"/> perform skip change of step, pas de basque, doh si doh, cast off and waltz

Social Dance/Scottish Country Dancing Learning Outcomes

Third Level

HWB 3-22a *I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my level of fitness.*

EXA 3-08a *I have created and taken part in dance from a range of styles and cultures.*

Fourth Level

HWB 4-22a *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.*

EXA 4-10a *I can participate in dance styles and activities which challenge and extend my repertoire of movement and my knowledge of the styles and cultures of dance.*

- I can:**
- work with a partner and in a large group
 - form different dance formations and keep the formations such as circle, square and line
 - perform and understand skip change of step, pas de basque, doh si doh, cast off, polka step and waltz
 - perform and understand spinning your partner, setting to your partner and figure of eight
 - perform and remember Scottish Country Dances
 - perform and remember dances from other countries and cultures
 - understand the effects dancing has on my level of fitness
 - understand how learning to dance improves my social skills

Social Dance/Scottish Country Dancing Learning Outcomes

Activities

- Listening to music and clapping to the rhythm*
- Use of simple musical instruments such as drum, tambourine to emphasise the beat*
- Moving in different ways to the rhythm*
- Teaching simple steps practices*
- Teaching simple formations*
- Use of skipping games*
- Use of music from different cultures*
- Use of visual aids and maps to teach different cultures*
- Links with classroom teaching*
- Teaching simple Scottish country dances*
- Step and formation practices with and without music*
- Gradual build up of dances - learning each step individually then gradually adding steps on until whole dance is performed*
- Co-operative practices with partners or in groups*
- Use of dances from other countries*
- Use of Scottish country dances*
- Mainly teacher directed*

Information

- The complete Ceilidh www.coila.com*
- Dancebooks.co.uk - for a selection of national dance books from around the world*
- Teaching Children Country Dancing - When you are no expert yourself - Pete Hendy Folk in Education - www.folkineducation.co.uk*

I can perform and remember Scottish dances



Swimming Learning Outcomes

First Level

HWB 1-21a *I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to improve my skills to develop control and flow.*

HWB 1-22a *I am developing skills and techniques and improving my level of performance and fitness.*

- I can:**
- follow changing procedures and enter the pool area on teachers instructions
 - obey instructions and signals to maintain a safe environment
 - use equipment appropriately
 - enter and exit the water safely
 - move around in the water confidently by walking, jumping...
 - hold onto the poolside and lift my feet off the bottom
 - blow bubbles in the water
 - float with an aid
 - know how to act safely in and around water

Second Level

HWB 2-21a *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 *I practice, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness.*

- I can:**
- follow changing procedures and enter the pool area on teachers instructions
 - obey instructions and signals to maintain a safe environment
 - use equipment appropriately
 - enter and exit the water safely
 - float using different body positions with and without an aid
 - push and glide from the poolside
 - swim a recognised stroke
 - perform basic survival skills
 - act safely in different water environments

Swimming Learning Outcomes

Third Level

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 3-22a *I practice, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness.*

HWB 3-24a *I can analyse and discuss elements of my own and others' work, recognising strengths and identifying areas where improvements can be made.*

Fourth Level

HWB 4-21a *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 4-24a *I can:*

- *observe closely, reflect, describe and analyse key aspects of my own and others' performances;*
- *make informed judgement, specific to an activity;*
- *monitor and take responsibility for improving my own performance based on recognition of personal strengths and development needs.*

- I can:**
- cross the pool on my front using only legs and choose an appropriate aid(or not) to achieve the task*
 - cross the pool on my back using only legs and choose an appropriate aid(or not) to achieve the task*
 - perform different entries into the pool*
 - observe my partner and provide basic feedback on what they are doing well*
 - observe my partner and suggest improvements*
 - swim 2 recognised strokes*
 - perform an effective, safe dive entry into the pool*
 - observe my partner and provide detailed feedback on specific parts of the three recognised strokes-body, legs, arms, breathing and timing*
 - swim 3 recognised stroke*
 - select a variety of practices suited to my identified weaknesses.*

Swimming Learning Outcomes

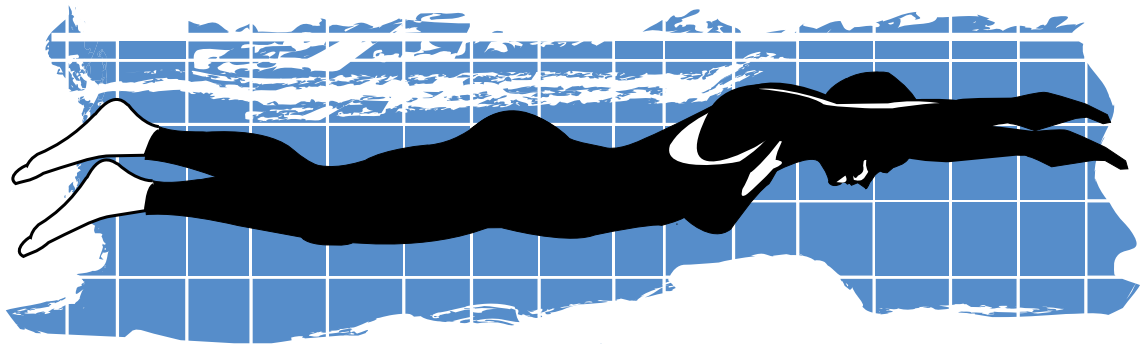
Activities

- Individual practices and small group practices and games*
- Water safety in and out of water*
- Confidence building practices in the water*
- Head above water/head below water*
- Fun games and activities to build confidence in the water*
- Group/partner practices*
- Water safety in and out of water*
- Confidence building practices in the water*
- Head above water/head below water*
- Floating skills with an aid*
- Different floating positions on back and on front*
- Push and Glide actions with a float*
- Without a float*
- Stroke actions*
- Front crawl, Breast stroke, Back crawl*
- Survival skills*

For Information

- National Swimming Awards - Scottish swimming www.scottishswimming.com*

I can push and
glide from the
poolside



X-Country/Orienteering Learning Outcomes

First Level

HWB 1-23a *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 1-22a *I am developing skills and techniques and improving my level of performance and fitness.*

- I can:**
- work on my own and with a partner
 - follow instructions
 - read a map using pictures and words
 - draw a simple map
 - warm up
 - cool down
 - take part in physical activities that are fun
 - have fun
 - understand what fitness means

Second Level

HWB 2-23a *While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals.*

HWB 2-22a *I practice, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness.*

- I can:**
- work with and co-operate with others
 - set a map
 - read symbols on a map
 - identify the map symbols and features
 - understand and follow handrails on a map
 - follow directions using a map
 - draw a basic map
 - pace myself when running a long distance
 - understand what endurance means
 - exercise to improve my endurance
 - find north, south, east and west on a map
 - complete an orienteering course
 - use a stopwatch
 - plan and perform a good warm-up and cool down
 - perform a good running technique
 - understand the effects and benefits of running

X-Country/Orienteering Learning Outcomes

Third Level

HWB 3-22a *I practice, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness.*

HWB 3-23a *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.*

Fourth Level

HWB 4-22a *I can organise my time to practice, 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 4-23a *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.*

- I can:**
- use a compass and understand how it works and relate this understanding to a map*
 - understand and apply different ways of finding controls*
 - understand the nature of the activity and apply appropriate safety measures*
 - understand tactics in cross country running and orienteering*
 - use a stopwatch and record results*
 - understand the need for appropriate equipment*
 - understand the Scottish Outdoor Access Code*
 - sustain a good running technique*
 - navigate a more difficult orienteering course on my own*
 - understand the nature of an orienteering event and progress through different levels*
 - set up my own course and provide a master map for this*
 - apply skills learned into a more competitive environment*
 - share my knowledge with others and perhaps adopt a leadership role*
 - use a stopwatch*
 - measure the distance of my course*
 - apply organisational skills in order to lead others effectively*
 - understand the fitness factors relevant to orienteering and cross country*

X-Country/Orienteering Learning Outcomes

Activities

- Draw maps classroom/school ground*
- Follow maps - Indoor and outdoor activity*
- Short orienteering course*
- X-country/orienteering course in school grounds*
- Recording the time taken to complete course*
- Gradual build up of a **personal** time over which they can sustain steady paced running*

For Information

- Tops outdoors pack*
- School ground maps*
- Orienteering for beginners booklet (sent out to schools December 07)*

I can draw a basic map

