**S3 Skills Development Block**

**Outcomes to be Addressed:**

**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.***

**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.***

|  |  |
| --- | --- |
| **Performance** | * Choice of Activity * Focus will be on skill development, but with plenty opportunity to practice skills in game/performance situations |
| **Understanding** | * Knowledge of sub-routines in various skills * Methods of practice * Principles of practice * Goal-setting |
| **Evaluating and Appreciating** | * Observing self/peer performance and report on findings * Positive feedback * Identify and act on areas for improvement – use S1/2 self evaluation booklets * Monitor and evaluate progress |

**The Four Capacities:**

|  |  |
| --- | --- |
| **Successful Learners**  **with:**   * Determination to reach high standards of achievement * Openness to new thinking and ideas   **and able to:**   * Use literacy, communication and numeracy skills * Think creatively and independently * Learn independently and as part of a group * Make reasoned evaluations | **Confident Individuals**  **with:**   * Self respect * A sense of physical, mental and emotional well-being   **and able to:**   * Be self aware * Achieve success in different areas f activity |
| **Responsible Citizens**  **with:**   * Commitment to participate responsibly in political, economic, social and cultural life   **and able to:**   * Make informed choices and decisions | **Effective Contributors**  **with:**   * An enterprising attitude * Self-reliance   **and able to:**   * Take the initiative and lead * Apply critical thinking in new contexts * Create and develop * Solve problems |

**S3 Skills Development Block (continued)**

Literacy Outcomes/Experiences which could be addressed:

|  |  |
| --- | --- |
| **Literacy Outcome/Experience** | **Possible Areas** |
| LIT 3-01a/4-01a  I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response.  I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style. | - Research texts/internet for sub-routines, skills  practices |
| LIT 3-06a/4-06a  I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. | - Research sub-routines, skills practices  - Discuss ad present ideas |
| LIT 4-10a  I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required. | - Teaching organised practices  - Officiating |
| LIT 3-13a  I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding. | - Reading and understanding success criteria  - Reading and completing observation sheets  - Reading written feedback |
| LIT 3-28a  I can convey information, describe events, explain processes or concepts, and combine ideas in different ways. | - Game/match /performance reports  - Describe performance in relation to set criteria |

Numeracy Outcomes/Experiences which could be addressed:

|  |  |
| --- | --- |
| **Numeracy Outcome/Experience** | **Possible Areas** |
| MNU 3-07a  I can solve problems by carrying out calculations with a wide range of fractions, decimal fractions and percentages, using my answers to make comparisons and informed choices for real-life situations. | - Calculating time limits/session times  - Calculate percentages – class averages |
| MNU 3-08a  I can show how quantities that are related can be increased or decreased proportionally and apply this to solve problems in everyday contexts. | - Work/Rest ratios  - Duration practices/sets/reps |

**S3 Fitness Development Block**

**Outcomes to be Addressed:**

**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:***

* ***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 4-28a *I have investigated factors which can influence participation in physical activity and food choices, and the impact of activity on population health in the Scottish and wider contexts. I can use this information to discuss policies and inform my own health choices.***

|  |  |
| --- | --- |
| **Performance** | * Choice of activity * Focus will be on conditioning work in class to allow maximum participation in activity |
| **Understanding** | * Methods of training, Principles of training * Goal-setting * Understanding of how to test/monitor fitness levels * Understanding of health issues in Scotland |
| **Evaluating and Appreciating** | * Identify strengths and areas for improvement – use S1/2/3 fitness tests * Create individual training programmes – monitor progress, evaluate effectiveness |

**The Four Capacities:**

|  |  |
| --- | --- |
| **Successful Learners**  **with:**   * Enthusiasm and motivation for learning * Determination to reach high standards of achievement   **and able to:**   * Learn independently and as part of a group * Make reasoned evaluations * Link and apply different kinds of learning in new situations | **Confident Individuals**  **with:**   * Self-respect * A sense of physical, mental and emotional well-being * Ambition   **and able to:**   * Persue a healthy and active life-style * Be self-aware * Live as independently as they can * Achieve success in different areas of activity |
| **Responsible Citizens**  **with:**   * Commitment to participate responsibly in political, economic, social and cultural life * Develop knowledge and understanding of the world and Scotland’s place in it.   **and able to:**   * Make informed choices and decisions | **Effective Contributors**  **with:**   * Self-reliance   **and able to:**   * Apply critical thinking in new contexts * Create and develop * Solve problems |

**S3 Fitness Development Block (continued)**

Literacy Outcomes/Experiences which could be addressed:

|  |  |
| --- | --- |
| **Literacy Outcome/Experience** | **Possible Areas** |
| LIT 3-01a/4-01a  I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response.  I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style. | - Research texts/internet for sub-routines, skills  practices |
| LIT 3-06a/4-06a  I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. | - Research sub-routines, skills practices  - Discuss ad present ideas |
| LIT 4-10a  I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required. | - Teaching organised practices  - Officiating |
| LIT 3-13a  I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding. | - Reading and understanding success criteria  - Reading and completing observation sheets  - Reading written feedback |
| LIT 3-28a  I can convey information, describe events, explain processes or concepts, and combine ideas in different ways. | - Game/match /performance reports  - Describe performance in relation to set criteria |

Numeracy Outcomes/Experiences which could be addressed:

|  |  |
| --- | --- |
| **Numeracy Outcome/Experience** | **Possible Areas** |
| MNU 3-07a  I can solve problems by carrying out calculations with a wide range of fractions, decimal fractions and percentages, using my answers to make comparisons and informed choices for real-life situations. | - Calculating time limits/session times  - Calculate percentages – class averages |
| MNU 3-08a  I can show how quantities that are related can be increased or decreased proportionally and apply this to solve problems in everyday contexts. | - Work/Rest ratios  - Duration practices/sets/reps |
| MNU 4-10a  I can research, compare and contrast aspects of time and time management as they impact on me. | - Duration of Sessions/events |

**S3 Personal Choice/Group Activity**

**Outcomes to be Addressed:**

**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 4-25a *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.***

|  |  |
| --- | --- |
| **Performance** | * Choice of team/group activity * Sessions should have maximum participation and focus on the benefits of/reasons for participating in physical activities * Opportunities for pupils to plan sessions and lead groups |
| **Understanding** | * Understanding of reasons for participation * Develop social skills – cooperation, communication * Understanding and development of leadership skills * Consideration of organisational issues when planning/delivering sessions |
| **Evaluating and Appreciating** | * Self and peer assessment of leadership situations/delivering sessions * Positive feedback * Identify strengths and areas for improvement |

**The Four Capacities:**

|  |  |
| --- | --- |
| **Successful Learners**  **with:**   * Enthusiasm and motivation for learning * Openness to new thinking and ideas   **and able to:**   * Use literacy, communication and numeracy skills * Learn independently and as part of a group * Make reasoned evaluations * Link and apply different kinds of learning in new situations | **Confident Individuals**  **with:**   * Self-respect * A sense of physical, mental and emotional well-being * Secure values and beliefs   **and able to:**   * Relate to others and manage themselves * Be self-aware * Assess risk and take informed decisions |
| **Responsible Citizens**  **with:**   * Respect for others * Commitment to participate responsibly in political, economic, social and cultural life   **and able to:**   * Make informed choices and decisions | **Effective Contributors**  **with:**   * An enterprising attitude * Resilience   **and able to:**   * Communicate in different ways and in different settings * Work in partnership and in groups * Take the initiative and lead * Solve problems |

**S3 Personal Choice/Group Activity Block (continued)**

Literacy Outcomes/Experiences which could be addressed:

|  |  |
| --- | --- |
| **Literacy Outcome/Experience** | **Possible Areas** |
| LIT 3-02  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.  I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. | - Problem solving  - Pair/group discussion |
| LIT 4-07a  I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts. | - Observation/discussion of live/video  Performance  - Verbal feedback to peers |
| LIT 3-23a  Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading. | - Sports article?  - match/performance reports |
| LIT 3-29a  I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. | - written accounts of selected tactics/strategies  - Give opinion/justification for using/adapting certain  Tactics/strategies |

Numeracy Outcomes/Experiences which could be addressed:

|  |  |
| --- | --- |
| **Numeracy Outcome/Experience** | **Possible Areas** |
| MNU 3-07a  I can solve problems by carrying out calculations with a wide range of fractions, decimal fractions and percentages, using my answers to make comparisons and informed choices for real-life situations. | - Calculating time limits/session times  - Calculate percentages – class averages |
|  |  |