

PROJECT: *Food Glorious Food*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>aim to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>□ lead healthy, active lives.</li> <li>□ are physically active for sustained periods of time</li> <li>□ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>	<p>Sports &amp; physical activities of choice Link this to the concept of a healthy life style</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Measure how fit they are and how much they have improved Circuit training</p>	

**\*SEE LEARNING PROGRESSIONS FOR SKILLS COVERAGE**

PROJECT: *Wales*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
□ perform dances using simple movement patterns.	Dance activities Rugby
POSSIBLE OUTCOMES	EVALUATION
Eisteddfod performance	

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PROJECT: *Voyage into the unknown*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<ul style="list-style-type: none"> <li>□ develop competence to excel in a broad range of physical activities</li> <li>□ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>□ perform dances using simple movement patterns.</li> </ul>	Techniquiest to visit school with Space-labs etc
POSSIBLE OUTCOMES	EVALUATION
Space/gravity dance	

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PROJECT: *You can make a difference*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<ul style="list-style-type: none"> <li>□ develop competence to excel in a broad range of physical activities</li> <li>□ engage in competitive sports and activities</li> <li>□ take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>□ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	
POSSIBLE OUTCOMES	EVALUATION
Sponsored walk / football match to raise money for their appeal	

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PROJECT: *Invaders and Settlers*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ use running, jumping, throwing and catching in isolation and in combination</li> <li>□ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>□ take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>□ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>Research Roman soldiers and Gladiators. Find out why they were successful.</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Gladiator event 'Boot camp' - real trail/ assault course to visit and compete on</p>	

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PROJECT: *Lights, camera, action!*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<ul style="list-style-type: none"><li>□ perform dances using a range of movement patterns</li><li>□ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul>	Dance classes
POSSIBLE OUTCOMES	EVALUATION
Musical / opera	

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PROJECT: *The wide, wide world*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<ul style="list-style-type: none"> <li>□ engage in competitive sports and activities</li> <li>□ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> </ul>	<p>Make links to European sporting events and competitions</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Play competitive sports and games Team building exercises/games</p>	

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PROJECT: *Ready, steady, cook!*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<ul style="list-style-type: none"> <li>□ lead healthy, active lives.</li> <li>□ use running, jumping, throwing and catching in isolation and in combination</li> <li>□ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>□ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>□ perform dances using a range of movement patterns</li> <li>□ take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>□ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>Bleep test            Visit Sidcot gym            Visit Hutton Moor Gym</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Bleep test comparison to show improvement in fitness            Design own 'bootcamp'</p>	

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PROJECT: *On the right track*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<ul style="list-style-type: none"><li>□ use running, jumping, throwing and catching in isolation and in combination</li><li>□ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li><li>□ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li><li>□ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul>	
POSSIBLE OUTCOMES	EVALUATION

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PROJECT: *Land Ahoy*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
engage in competitive sports and activities  participate in team games, developing simple tactics for attacking and defending	
POSSIBLE OUTCOMES	EVALUATION
Pirate orienteering challenge to find buried treasure Obstacle course	

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PROJECT: *Buildings*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<ul style="list-style-type: none"><li data-bbox="73 264 707 300">□ engage in competitive sports and activities</li> <li data-bbox="73 368 1093 443">□ participate in team games, developing simple tactics for attacking and defending</li></ul>	Any teamwork / collaborative games
POSSIBLE OUTCOMES	EVALUATION

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PROJECT: *If you go down to the woods today*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<ul style="list-style-type: none"> <li>□ develop competence to excel in a broad range of physical activities</li> <li>□ perform dances using simple movement patterns.</li> </ul>	<p>'Peter and the Wolf'; 'Flight of the Bumblebee' pieces of music File sequences from 'The Lion King' and 'Jungle Book'</p>
POSSIBLE OUTCOMES	EVALUATION
<p>Animal dances Minibeast movements</p>	

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PROJECT: *Ancient Achievements*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<ul style="list-style-type: none"><li data-bbox="73 264 707 300">□ engage in competitive sports and activities</li> <li data-bbox="73 368 976 443">□ take part in outdoor and adventurous activity challenges both individually and within a team</li></ul>	Teamwork - two teams, each moving an object from A to B without ..... Critical skills challenge - build tower etc
POSSIBLE OUTCOMES	EVALUATION

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PROJECT: *Body Magic*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
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POSSIBLE OUTCOMES	EVALUATION
<p>Circuit training Bleep test tracking competition</p>	

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PROJECT: *You Choose!*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
POSSIBLE OUTCOMES	EVALUATION

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PROJECT: *Anglo Saxon England*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<ul style="list-style-type: none"> <li>□ engage in competitive sports and activities</li>   <li>□ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> </ul>	<p>Discuss sportsmanship Justice and fairness in team games</p>
POSSIBLE OUTCOMES	EVALUATION
Battle re-enactment	

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PROJECT: *Human Impact on Earth*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ use running, jumping, throwing and catching in isolation and in combination</li> <li>□ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>□ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>□ take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>□ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>Dependent upon current issue that children chose to campaign for</p>
POSSIBLE OUTCOMES	EVALUATION

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PROJECT: *A Journey Through Time*

NATIONAL CURRICULUM	SUGGESTED STARTING POINTS
<ul style="list-style-type: none"> <li>□ develop competence to excel in a broad range of physical activities</li> <li>□ are physically active for sustained periods of time</li> <li>□ engage in competitive sports and activities</li> <li>□ use running, jumping, throwing and catching in isolation and in combination</li> <li>□ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>□ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>□ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>'Greek week' - the Olympics Febcing / Archery - NS SSCOs</p>
POSSIBLE OUTCOMES	EVALUATION
Bournville Olympics	

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