

PE Medium Term Planning- Year 3

Key Knowledge

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- 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.

| Year group Year 3 | Key Knowledge | Physical skills | Social skills | Emotional skills | Thinking skills |
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| Autumn 1 Fundamentals-Year 3/4 | Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should | <ul style="list-style-type: none"> • To develop balancing and understand the importance of this skill. • To understand how to change speed and be able to demonstrate good technique when running at | <ul style="list-style-type: none"> • To show respect towards others when competing. • To listen to others and share ideas. • To play fairly with others. • To work with a small group, listening to others and sharing ideas. • To show support and kindness towards others. • To encourage others in my group. | <ul style="list-style-type: none"> • To challenge myself to work to the best of my ability. • To show honesty when playing games. • To be determined not to give up if I find things challenging. • To try my best. | <ul style="list-style-type: none"> • To understand how we use balance in everyday life. • To change my speed to be able to continue to run over a period of time. • To create a plan to help me outwit an opponent. • To create a plan based on my findings. • To read and |

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| | <p>develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> | <p>different speeds.</p> <ul style="list-style-type: none">• To demonstrate a change of speed and direction to outwit others.• To develop technique and control when jumping, hopping and landing.• To develop skipping in a rope.• To apply fundamental skills to a variety of challenges. | | | <p>under cards.</p> <ul style="list-style-type: none">• To listen to the instructions and understand what to do. |
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Autumn 2
Ball skills- Year 3/4

- Know how to play an invasion game fairly
- To understand scoring and actions that will result in a penalty.
- Know how to keep and win back possession of the ball in a team game.
- Know how to dribble and pass

- To develop confidence and accuracy when tracking a ball.
- To explore and develop a variety of throwing techniques.
- To develop catching skills using one and two hands.
- To develop dribbling a ball with hands.
- To use tracking, sending and dribbling skills with feet.

- To use communication skills to coach my partner.
- To communicate well with others in my group.
- To communicate with my teammate to tell them when and where to throw the ball.
- To work with my partner to agree on a suitable challenge.
- To work safely around others
- To communicate clearly with my partner to complete the task.

- To show perseverance as the task gets harder.
- To remain calm when under pressure.
- To challenge myself in the activities I do.
- To play fairly and to the rules.

- To provide feedback using appropriate teaching points.
- To develop an understanding of tactics.
- To make quick decisions.
- To reflect on previous success and adjust the task accordingly.
- To use decision making skills to outwit an opponent.
- To use my knowledge of ball handling skills when completing skills with my feet.

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| <p>Spring 1 Gymnastics- Year 3</p> | <ul style="list-style-type: none"> • To understand the importance of pulse raising and warm ups. • To be able to identify when their pulse has been raised and their body is ready for stretches. • To know the main parts of the body that need to be stretched prior to a gymnastics session. • To know basic conditioning exercises to increase strength. • To understand the importance of conditioning, stretching and endurance in gymnastics. • To know how to safely move equipment. • To know how to safely land and finish skills. • To know how to safely enter and exit group balances and what to do if the balance becomes unsafe. • To understand the differences between a leap and a jump. | <ul style="list-style-type: none"> • To be able to create interesting points and patch balances. • To develop stepping into shape jumps with control. • To develop the straight, barrel, and forward roll. • To be able to transition smoothly into and out of balances. • To create a sequence with matching and contrasting actions and shapes. • To create a partner sequence incorporating equipment. | <ul style="list-style-type: none"> • To work safely when learning a skill. • To support others in their learning. • To work safely being mindful of others. • To be supportive of others and be mindful of this when structuring feedback. • To work collaboratively with others. | <ul style="list-style-type: none"> • To persevere when learning something new. • To be confident to provide feedback to others. • To try my best. • To be understanding when receiving feedback. • To perform my sequence with confidence. | <ul style="list-style-type: none"> • To identify what makes a good balance and use this to help me improve my balances. • To recognise how to make improvements in a sequence. • To plan and create sequences that flow. • To discuss, plan and create a sequence with a partner. |
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| <p>Spring 2 Dance- Year 3</p> | <ul style="list-style-type: none"> • Knows how to improvise freely and translate ideas from a stimulus into movement • Share and create phrases with a partner or small group • Remember and repeat dance perform phrases • Know that they can coordinate different body parts at the same time to create a dance. • Can understand that they can create shapes at different levels to ensure a varied routine. • Can use everyday movements (running, jumping etc) to create dance moves. | <ul style="list-style-type: none"> • To create actions in response to a stimulus and move in unison with a partner. • To create actions to move in contact with a partner or interact with a partner. • To understand how dynamics affect the actions performed. • To be able to select and use actions to represent an idea. • To work with a partner to choose actions that relate to an idea. • To remember and repeat actions, using dynamics to clearly show different phrases. • To choose actions which relate to the idea, using space and timing to make my work look interesting. | <ul style="list-style-type: none"> • To share ideas with a partner when exploring actions. • To listen to others' ideas and decide as a group which ideas we are going to use. • To work with an awareness of safety of myself and others. • To give clear instructions to teach my partner my actions. • To be inclusive of all members of my group, making sure everyone has the opportunity to contribute. | <ul style="list-style-type: none"> • To show confidence to perform. • To be confident to share my ideas. • To show acceptance if my ideas are not chosen. | <ul style="list-style-type: none"> • To provide feedback to others using correct terminology. • To create my own actions that represent machine parts. • To make decisions about what would be best for the group • To think of my own ideas in response to the stimulus. • To provide feedback using key words such as pathways, canon and unison. • To provide feedback using key words. |
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| <p>Summer 1 Tag Rugby- Year 3/4</p> | <ul style="list-style-type: none"> • The tag belt is a belt worn around the waist | <ul style="list-style-type: none"> • To develop throwing, catching and running with the ball. | <ul style="list-style-type: none"> • To be supportive of my teammates when they are attacking. | <ul style="list-style-type: none"> • To try my best. • To play games honestly and abide by the rules. | <ul style="list-style-type: none"> • To make decisions about when to run and when to pass. • To understand the |
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| | <ul style="list-style-type: none"> • 8 players from a squad of up to 12. • A match will be 10 minutes one way. • To know how to play a <ul style="list-style-type: none"> - free pass - Scoring a try - Passing the ball - The tag - Actions by the ball carrier - Actions by the tagger - knock on - off-side - advantage • Safety | <ul style="list-style-type: none"> • To develop an understanding of tagging rules. • To begin to use the 'forward pass' and 'off side' rule. • To dodge a defender and move into space when running towards the goal. • To develop defending skills and use them in a game situation. • To apply the rules and skills you have learnt and play in a tag rugby tournament. | <ul style="list-style-type: none"> • To be inclusive of others. • To communicate with my teammates when I want to receive the ball. • To work with others to self-manage games. • To be respectful and congratulate others. | <ul style="list-style-type: none"> • To be proud of my performance, attitude and / or behaviour. • To show determination and perseverance in the games I play. | <p>rules of the game.</p> <ul style="list-style-type: none"> • To reflect on my performance and areas to improve. |
| <p>Summer 2 Athletics- Year 3</p> | <ul style="list-style-type: none"> • Knows how to run at fast, medium and slow speeds; changing speed and direction • Can take part in a relay, remembering/knowing when to run and what to do • knows how to increase the distance that a thrown object travels through effective technique | <ul style="list-style-type: none"> • To develop the sprinting technique and improve on your personal best. • To develop changeover in relay events. • To develop jumping technique in a range of approaches and take off positions. • To develop throwing for distance and accuracy. • To develop throwing for distance in a pull throw. • To develop officiating and performing skills. | <ul style="list-style-type: none"> • To support and congratulate others. • To collaborate with a partner to jump our furthest distance. • To show respect towards opponents • To congratulate my partner for working hard and for using a good technique. • To work with my group to ensure that we are ready for the activity. | <ul style="list-style-type: none"> • To show determination to achieve my best. • To be confident to lead others. • To be able to control my emotions regardless of the result. • To show determination to improve on my previous throw. | <ul style="list-style-type: none"> • To understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. • To provide feedback to my team to help us achieve a shared goal. • To understand that if I jump and land in quick succession, momentum will help me to jump further. |

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| | | | | | <ul style="list-style-type: none"> • To increase the speed of the movement helps to create power. • To explore and identify good technique. • To identify personal areas of strength. |
| <p>GDS Opportunities</p> | <ul style="list-style-type: none"> -Can they persevere with a task and improve their performance through regular practice? -Can they set personal challenges and are able to achieve these? -Can they review, analyse and evaluate their own and others' strengths and weaknesses? -Can they effectively transfer skills from one sport to another? -Can they work effectively as a team showing good sportsmanship? -Can they show a great understanding of rules and tactics and adapt tactics where necessary? -Can they show ability and confidence performing skills at a competitive level? -Can they show an understanding of the health and fitness side of PE? -Do they take part in a wide variety of sports both inside and outside of school, competing with others and showing enthusiasm? -Do they show the skills to lead a group or become a sports leader? | | | | |