

Y3 Physical Education



Autumn 1	Dance	Gymnastics - Core Task 1	Swimming
Year 3	<ul style="list-style-type: none"> ● Explore and create narratives in response to a range of stimuli. ● Understand the link between heart rate and breathing when exercising. ● Show control, accuracy and fluency of movement when performing actions on their own. ● Perform more complex dance phrases and dances that communicate character and narrative. ● Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer. ● Work well as part of a team. ● Combine actions and maintain the quality of performance when performing at the same time as a partner. ● 2. Show control, accuracy and fluency of movement when performing actions with a partner. ● Develop and vary dance phrases using canon, unison, repetition, and changes of direction, level, speed and pathway. ● Collaborate with others. ● Describe and evaluate the effectiveness and quality of a performance. ● Communicate what they want through their dances and perform with fluency and control, showing sensitivity to accompaniment and to others. ● Describe, interpret and evaluate their own dance, taking account of character and narrative. 	<ul style="list-style-type: none"> ● To perform piked and straddle shapes. ● To explore balancing on small body parts. ● To create a simple sequence of balance and piked and straddle shapes. ● To find different ways of shapes including piked, straddle and tucked. ● To develop jumps and balances with shape. ● To explore different ways of jumping. ● To improve their ability to link actions smoothly. ● To explain the differences between performances in terms of quality. ● To explore different ways of rolling ● To improve their ability to select actions and link them smoothly. ● To explain the differences between performances in terms of quality. ● To select three jumps and two balances to create a sequence with a clear beginning, middle and end. To recognise how their own performance has improved. ● To select three jumps and two balances to create a sequence with a clear beginning, middle and end and adapt it to apparatus. To recognise how their own performance has improved. 	<p>Stroke Action</p> <ul style="list-style-type: none"> ● Can explore techniques for specific strokes to include head above water breaststroke backstroke and front crawl. ● Can swim for 5m with face in water for Front crawl developmental stroke <p>Breathing</p> <ul style="list-style-type: none"> ● Begin to explore front crawl breathing technique - one side using arm cycle and blowing out breath underwater ready for in breath <p>Water safety</p> <ul style="list-style-type: none"> ● Explore techniques for personal survival to include survival strokes such as sculling and treading water. <p>Body alignment</p> <ul style="list-style-type: none"> ● Streamlined shape in front and back stroke actions with hip pointed in line with body slight dip to hip in all strokes. ● Leg action controlled and synchronised with arm action ● Flutter kick on front crawl and back crawl developing well.

Autumn 2	Indoor Athletics	Gymnastics - Core Task 2	Swimming
Year 3	<ul style="list-style-type: none"> ● To move at speed without running, understanding the difference between walking and jogging. ● To be able to select and apply the most appropriate pace. ● Investigate the most effective throwing action. ● To be able to select the most appropriate throwing technique. ● Investigate jumping for distance. ● Evaluate and improve their performance. Children understand the importance of warm up. 	<ul style="list-style-type: none"> ● To explore methods of travelling at different levels and speeds. ● To explore balance using large body parts. ● To perform balances and link these with travelling and rolling actions to create a sequence. ● To perform large body parts balances and link these with travelling and rolling actions to create a sequence. ● To recognise how their own performance has improved. ● To explore balance using small body parts. ● To perform balances and link these with travelling and rolling actions to create a sequence. ● To perform small body parts balances and link these with travelling and rolling actions to create a sequence. To recognise how their own performance has improved. ● To create and perform a sequence of travelling and balance actions that involves a clear change of speed. 	<ul style="list-style-type: none"> ● As above

Spring 1	Fitness	Games - Netball
Year 3	<ul style="list-style-type: none"> • Develop lower body strength and fitness. • Work well both independently and in small groups. • Understand what aerobic exercise is. • Develop speed and aerobic endurance. • Develop upper body strength and fitness. • Show self-belief and determination to manage and accomplish tasks. • Improve balance and body coordination when moving in combination. • Discuss the importance of leading healthy, active lifestyles. • Understand what core strength is and complete tasks to help develop it. • Demonstrate correct techniques of core strength fitness exercises. • Understand the importance of warming up and cooling down. • Show good control and techniques learnt throughout this unit of work. 	<ul style="list-style-type: none"> • Pass and receive the ball with control. • Take up space/positions that make it difficult for opponents. • Recognise players who play well in games and give reasons why. • Keep the ball under control. • Recognise and describe what happens to their breathing and heart rate when playing games. • Receive the ball with control. • Begin to understand why they get hotter when playing games. • Use a range of skills to keep possession of the ball. • Move to support teammates once they have passed the ball. • Select passes that keep possession. • Identify what they do best and what they find most difficult. • Choose a space/positions where they can receive a pass or support a teammate. • Explain how to keep possession and describe how they and others have achieved it.

Spring 2	Games - Striking and fielding	Games - Dodgeball
Year 3	<ul style="list-style-type: none"> • To develop ways of bouncing a variety of balls. • To develop underarm throwing and catching a variety of balls. • To choose simple tactics when playing a striking fielding type game. • To develop striking a ball with an implement. • To strike a ball in an intended direction. • To successfully use a range of fielding techniques. • To recognise good performance and identify what needs to improve. • To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 	<ul style="list-style-type: none"> • Send and receive the ball with control. • Develop and practising striking skills. • Send a ball at varying speeds. • Increase accuracy and control when throwing and catching the ball. • Improve consistency when catching a ball at different heights. • Show control when moving at speed. • Understand how finding space can help in game situations. • Begin to understand why you get hotter when you exercise and play games. • Improve dodging movements. • Begin to develop and understanding of strategies and tactics in games. • Keep the ball under control. • Move the ball in different ways. • Identify what you do best and what you find difficult. • Use a range of skills and tactics to win games. • Select appropriate throws. • Explain what success you saw in games, and how individuals and teams achieved it.

Summer 1	Games - Cricket	Games - Tag Rugby	Swimming
Year 3	<ul style="list-style-type: none"> ● To developing hitting skills with a variety of bats ● Practice feeding/bowling skills ● Hit and run to score points in games ● Work on a variety of ways to score runs in the different hit, catch, run games ● Work in teams to field ● Begin to play the role of wicketkeeper or backstop 3 ● To be able to adhere to some of the basic rules of cricket ● To develop a range of skills to use in isolation and a competitive context ● To use basic skills with more consistency including striking a bowled ball 	<ul style="list-style-type: none"> ● To develop flexibility, strength, technique, control and balance in the context of tag rugby ball handling skills. ● To throw and catch a rugby ball. ● To execute a successful pass of a rugby ball while on the move. ● To move with the ball into space. ● To know, understand and apply the rules of tagging in tag rugby. ● To gain possession by intercepting a pass. ● To use my attacking and defending skills and knowledge to make tactical decisions. ● To apply attacking and defending skills in a game of tag rugby. ● To watch and evaluate the performance of others. 	<p>Stroke Action</p> <ul style="list-style-type: none"> ● Can explore techniques for specific strokes to include head above water breaststroke backstroke and front crawl. ● Can swim for 5m with face in water for Front crawl developmental stroke <p>Breathing</p> <ul style="list-style-type: none"> ● Begin to explore front crawl breathing technique - one side using arm cycle and blowing out breath underwater ready for in breath <p>Water safety</p> <ul style="list-style-type: none"> ● Explore techniques for personal survival to include survival strokes such as sculling and treading water. <p>Body alignment</p> <ul style="list-style-type: none"> ● Streamlined shape in front and back stroke actions with hip pointed in line with body slight dip to hip in all strokes. ● Leg action controlled and synchronised with arm action ● Flutter kick on front crawl and back crawl developing well.

Summer 2	Orienteering	Athletics	OAA - Kayaking and Paddle boarding
Year 3	<ul style="list-style-type: none"> ● Participate in team games solving problems with others. ● Communicate effectively with other people. ● Recognise that activities need thinking through and planning. ● Work cooperatively and successfully as part of a team. ● Move confidently in different ways. ● Develop agility, balance, and co-ordination. ● Participate in competitive games, following instructions of the game. ● Communicate effectively with other people. ● Discuss with others plans to achieve success. ● To make a map with symbols and legend. ● To recognise where they are on a map. ● Follows rules of orienteering events. ● Takes part in a picture orienteering event with success. ● Meets challenges effectively working as part of a team. ● Complete a single control orienteering event. ● Use features on the map to select and plan a route to a control. ● Use 'thumbing and folding' techniques to navigate to and from control points. ● Evaluate your performance and recognise what went well and what could be improved. 	<ul style="list-style-type: none"> ● Show control, coordination and consistency when running. ● Show control, coordination and consistency when throwing. ● Show control, coordination and consistency when jumping. ● Apply and develop a broader range of skills. ● Use skills in different ways. ● Describe how their bodies feel when exercising. ● Understand the link between heart rate and breathing when exercising. ● Develop technique in running. ● Develop technique in throwing. ● Develop techniques in jumping. ● Recognise what they do well and what they find difficult. 	<ul style="list-style-type: none"> ● To know how to hold my paddle. ● To be able to paddle forwards. ● To help put equipment away and help other people. ● To know what a buoyancy aid is. ● To be confident to paddle a chosen craft on the water. ● To be able to sit or kneel on my craft and keep myself stable. ● To work towards achieving a Bronze level Paddle award.