LONGTON LANE PRIMARY SCHOOL SUBJECT: PE YEAR 3

*‘Believe and Achieve’*

Acquiring and Developing Skills Evaluating and Improving Health and Fitness Dance Games Gymnastics Athletics Outdoor Adventure

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| National Curriculum Subject Content use running, jumping, throwing and catching in isolation and in combination (6)  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 (7)  develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] (8)  perform dances using a range of movement patterns (9)  take part in outdoor and adventurous activity challenges both individually and within a team (10)  compare their performances with previous ones and demonstrate improvement to achieve their personal best. (11)  Swimming and water safety  swim competently, confidently and proficiently over a distance of at least 25 metres (12)  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] (13)  perform safe self-rescue in different water-based situations. (14) |

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| Autumn 1 | **GAMES- UNIT 1- BALL SKILLS- INVASION- (6 7 8 11)**  Pass and receive with hands in different ways (chest, bounce and shoulder)  Dribble, pass and receive with feet  Signal and move into a space to receive a ball  Catch a ball through interception  Work cooperatively and creatively in a group to meet an objective  Use appropriate skills to play different positions in a game  Keep possession with some success when using equipment that is not used for throwing and catching skills  Work on their own and with a partner to create a sequence  Select and use the most appropriate skills, actions or ideas  Move and use actions with co-ordination and control  Explain how their work is similar and different from that of others and how to make improvements  With help, recognise how performances could be improved  Explain why it is important to warm-up and cool-down | **DANCE NORTHERN STARR (8 9 11)**  Identify some muscle groups used in dance activities  Improvise freely, translating ideas from a stimulus into movement  Share and create phrases with a partner and in small groups  Repeat, remember and perform these phrases in a dance  Use a wide range of movements when improvising  Choose appropriate movements to express the idea, mood and feeling of a dance  Take the lead when creating dances with a partner or in a group  Show a greater understanding of how to compose dance phrases  Show greater fluency and control in their movements  Interpret rhythm well, using a range of musical accompaniments  Interpret and express their thoughts clearly when talking about dance  Work on their own and with a partner to create a sequence  Select and use the most appropriate skills, actions or ideas  Move and use actions with co-ordination and control  Explain how their work is similar and different from that of others and how to make improvements  With help, recognise how performances could be improved  Explain why it is important to warm-up and cool-down |
| Autumn 2 | **GYMNASTICS NORTHERN STARR**  **(shapes/ balance/ rolls/ jump (static/ travelling on and off apparatus) (8 11)**  Use a greater number of their own ideas for movement in response to a task  Adapt sequences to suit different types of apparatus and their partner’s ability  Explain how strength and suppleness affect performances  Compare and contrast gymnastic sequences, commenting on similarities and differences  Work on their own and with a partner to create a sequence  Select and use the most appropriate skills, actions or ideas  Move and use actions with co-ordination and control  Explain how their work is similar and different from that of others and how to make improvements  With help, recognise how performances could be improved  Explain why it is important to warm-up and cool-down | **GAMES- RUGBY- SAINTS (6 7 8 11)**  Signal and move into a space to receive a ball  Catch a ball through interception  Work cooperatively and creatively in a group to meet an objective  Plan and adjust rules and strategies to change a game in a variety of ways  Describe the format of a game and explain rules and criteria for playing  Receive and strike balls in different directions  Use appropriate skills to play different positions in a game  Work on their own and with a partner to create a sequence  Select and use the most appropriate skills, actions or ideas  Move and use actions with co-ordination and control  Explain how their work is similar and different from that of others and how to make improvements  With help, recognise how performances could be improved  Explain why it is important to warm-up and cool-down |
| Spring 1 | **GAMES TOPS PE- UNIT 4- STRIKING/ FIELDING GAMES (6 7 8 11)**  Strike a ball with control and accuracy and identify good striking techniques  Receive and strike balls in different directions  Make judgements about how to intercept balls travelling to a fielder from different directions  Use appropriate skills to play different positions in a game  Work on their own and with a partner to create a sequence  Select and use the most appropriate skills, actions or ideas  Move and use actions with co-ordination and control  Explain how their work is similar and different from that of others and how to make improvements  With help, recognise how performances could be improved  Explain why it is important to warm-up and cool-down | **GAMES – UNIT 2- CREATIVE GAMES MAKING (6 7 8 11)**  Work cooperatively and creatively in a group to meet an objective  Plan and adjust rules and strategies to change a game in a variety of ways  Describe the format of a game and explain rules and criteria for playing  Work on their own and with a partner to create a sequence  Select and use the most appropriate skills, actions or ideas  Move and use actions with co-ordination and control  Explain how their work is similar and different from that of others and how to make improvements  With help, recognise how performances could be improved  Explain why it is important to warm-up and cool-down |
| Spring 2 | **GAMES- TOPS PE- UNIT 3- NET/ COURT/ WALL GAMES (6 7 8 11)**  Strike a ball with control and accuracy and identify good striking techniques  Receive and strike balls in different directions  Use appropriate skills to play different positions in a game  Work on their own and with a partner to create a sequence  Select and use the most appropriate skills, actions or ideas  Move and use actions with co-ordination and control  Explain how their work is similar and different from that of others and how to make improvements  With help, recognise how performances could be improved  Explain why it is important to warm-up and cool-down | **OUTDOOR ADVENTURE ACTIVITIES (10 11)**  Follow a map in a familiar context  Move from one location to another following a map  Use clues to follow a route  Follow a route safely  Work on their own and with a partner to create a sequence  Select and use the most appropriate skills, actions or ideas  Move and use actions with co-ordination and control  Explain how their work is similar and different from that of others and how to make improvements  With help, recognise how performances could be improved  Explain why it is important to warm-up and cool-down |
| Summer 1 | **GAMES- CRICKET (6 7 8 11)**  Work cooperatively and creatively in a group to meet an objective  Plan and adjust rules and strategies to change a game in a variety of ways  Describe the format of a game and explain rules and criteria for playing  Strike a ball with control and accuracy and identify good striking techniques  Receive and strike balls in different directions  Make judgements about how to intercept balls travelling to a fielder from different directions  Use appropriate skills to play different positions in a game  Work on their own and with a partner to create a sequence  Select and use the most appropriate skills, actions or ideas  Move and use actions with co-ordination and control  Explain how their work is similar and different from that of others and how to make improvements  With help, recognise how performances could be improved  Explain why it is important to warm-up and cool-down | **GYMNASTICS- NORTHERN STARR (balance, travel, rolls, flight, spins) (8 11)**  Use a greater number of their own ideas for movement in response to a task  Adapt sequences to suit different types of apparatus and their partner’s ability  Explain how strength and suppleness affect performances  Compare and contrast gymnastic sequences, commenting on similarities and differences  Work on their own and with a partner to create a sequence  Select and use the most appropriate skills, actions or ideas  Move and use actions with co-ordination and control  Explain how their work is similar and different from that of others and how to make improvements  With help, recognise how performances could be improved  Explain why it is important to warm-up and cool-down |
| Summer 2 | **DANCE- NORTHERN STARR (8 9 11)**  Identify some muscle groups used in dance activities  Improvise freely, translating ideas from a stimulus into movement  Share and create phrases with a partner and in small groups  Repeat, remember and perform these phrases in a dance  Use a wide range of movements when improvising  Choose appropriate movements to express the idea, mood and feeling of a dance  Take the lead when creating dances with a partner or in a group  Show a greater understanding of how to compose dance phrases  Show greater fluency and control in their movements  Interpret rhythm well, using a range of musical accompaniments  Interpret and express their thoughts clearly when talking about dance  Work on their own and with a partner to create a sequence  Select and use the most appropriate skills, actions or ideas  Move and use actions with co-ordination and control  Explain how their work is similar and different from that of others and how to make improvements  With help, recognise how performances could be improved  Explain why it is important to warm-up and cool-down | **ATHLETICS- (running/ jumping/ throwing) (6 7 8 11)**  Run at fast, medium and slow speeds, changing speed and direction  Link running and jumping activities with some fluency, control and consistency  Make up and repeat a short sequence of linked jumps  Take part in a relay activity, remembering when to run and what to do  Throw a variety of objects, changing their action for accuracy and distance  Work on their own and with a partner to create a sequence  Select and use the most appropriate skills, actions or ideas  Move and use actions with co-ordination and control  Explain how their work is similar and different from that of others and how to make improvements  With help, recognise how performances could be improved  Explain why it is important to warm-up and cool-down |