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 Contentuse 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 safetyswim 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 feetSignal and move into a space to receive a ballCatch a ball through interceptionWork cooperatively and creatively in a group to meet an objectiveUse appropriate skills to play different positions in a gameKeep possession with some success when using equipment that is not used for throwing and catching skillsWork 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 activitiesImprovise freely, translating ideas from a stimulus into movementShare and create phrases with a partner and in small groupsRepeat, remember and perform these phrases in a danceUse a wide range of movements when improvisingChoose appropriate movements to express the idea, mood and feeling of a danceTake the lead when creating dances with a partner or in a groupShow a greater understanding of how to compose dance phrasesShow greater fluency and control in their movementsInterpret rhythm well, using a range of musical accompanimentsInterpret and express their thoughts clearly when talking about danceWork 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 taskAdapt sequences to suit different types of apparatus and their partner’s abilityExplain how strength and suppleness affect performancesCompare and contrast gymnastic sequences, commenting on similarities and differencesWork 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 ballCatch a ball through interceptionWork cooperatively and creatively in a group to meet an objectivePlan and adjust rules and strategies to change a game in a variety of waysDescribe the format of a game and explain rules and criteria for playingReceive and strike balls in different directionsUse appropriate skills to play different positions in a gameWork 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 techniquesReceive and strike balls in different directionsMake judgements about how to intercept balls travelling to a fielder from different directionsUse appropriate skills to play different positions in a gameWork 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 objectivePlan and adjust rules and strategies to change a game in a variety of waysDescribe the format of a game and explain rules and criteria for playingWork 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 techniquesReceive and strike balls in different directionsUse appropriate skills to play different positions in a gameWork 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 contextMove from one location to another following a mapUse clues to follow a routeFollow a route safelyWork 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 objectivePlan and adjust rules and strategies to change a game in a variety of waysDescribe the format of a game and explain rules and criteria for playingStrike a ball with control and accuracy and identify good striking techniquesReceive and strike balls in different directionsMake judgements about how to intercept balls travelling to a fielder from different directionsUse appropriate skills to play different positions in a gameWork 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 taskAdapt sequences to suit different types of apparatus and their partner’s abilityExplain how strength and suppleness affect performancesCompare and contrast gymnastic sequences, commenting on similarities and differencesWork 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 activitiesImprovise freely, translating ideas from a stimulus into movementShare and create phrases with a partner and in small groupsRepeat, remember and perform these phrases in a danceUse a wide range of movements when improvisingChoose appropriate movements to express the idea, mood and feeling of a danceTake the lead when creating dances with a partner or in a groupShow a greater understanding of how to compose dance phrasesShow greater fluency and control in their movementsInterpret rhythm well, using a range of musical accompanimentsInterpret and express their thoughts clearly when talking about danceWork 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 directionLink running and jumping activities with some fluency, control and consistencyMake up and repeat a short sequence of linked jumpsTake part in a relay activity, remembering when to run and what to doThrow a variety of objects, changing their action for accuracy and distanceWork 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 |