

Year 3 – PE

Games	Gym	Dance	Athletics	Outdoor	Evaluation
<p>Use running, jumping, throwing and catching in isolation and in combination To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>To develop flexibility, strength, technique, control and balance.</p>	<p>To perform dances using a range of movement patterns.</p>	<p>To use running, jumping, throwing and catching in isolation and in combination.</p>	<p>To take part in outdoor and adventurous activity challenges, both individually and within a team.</p>	<p>To compare their performances with previous ones and demonstrate improvement to achieve their person best.</p>
<p>G1 I can begin to travel in a variety of directions for a particular purpose (defending/attacking) and whilst keeping possession of a ball.</p>	<p>GY1 I can improve the quality of my rolls, jumps, travel, body shapes and balance through tension and extension.</p>	<p>D1 I can copy, remember and perform dance phrases.</p>	<p>A1 I can run at speeds appropriate for the distance.</p>	<p>O1 I can begin to develop listening skills when listening to a partner or adult.</p>	<p>E1 I can watch and describe a performance.</p>
<p>G2 I can confidently send the ball to others in a range of ways (underarm, chest, over arm, bounce pass, kicking etc)</p>	<p>GY2 I can copy, explore and remember 4-5 movements and use them to create my own sequence which contains changes of shape, direction and level.</p>	<p>D2 I can begin to improvise independently and with a partner to create simple dance material.</p>	<p>A2 I can perform a running jump with some accuracy.</p>	<p>O2 I can begin to use compass points.</p>	<p>E2 I can begin to think about how I can improve my work.</p>
<p>G3 I can receive a ball with control when under pressure in game situation.</p>	<p>GY3 I can apply compositional ideas independently and with others to create a sequence (e.g unison, mirroring, canon and formation).</p>	<p>D3 I can translate ideas from stimuli to movement with support.</p>	<p>A3 I can perform a variety of throws using a selection of equipment.</p>	<p>O3 I can begin to think activities through.</p>	<p>E3 I can work with a partner or with a small group to improve my skills.</p>
<p>G4 I can communicate, work as a team and begin to compete during game situations showing my knowledge of the game I'm playing and associated rules.</p>	<p>GY4 I can demonstrate some strength and control when taking weight on different body parts for longer periods of time.</p>	<p>D4 I can begin to compare and adapt movements and motifs to create a larger sequence which contains the use of choreographic techniques such as unison, mirroring, canon and changes of formation.</p>		<p>O4 I can begin to choose strategies.</p>	<p>E4 I can make suggestions of how to improve my work.</p>
<p>G5 I can use simple tactics individually and within a team eg principles of attack and defence, how to keep possession and use of space.</p>	<p>GY5 I can begin to develop good technique of taught skills when using equipment.</p>	<p>D5 I can perform dances with an awareness of rhythm on my own or in a group.</p>		<p>O5 I can begin to understand how to stay safe.</p>	

Year 3 Topic Coverage

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
G1- G5 E1-E4		D1- D5 E1-E4		GY1- GY5 E1- E4 O1-O5	A1- A3 E1-E4
Vocabulary					
defending, attacking, travel, bouncing, control, possession, co-ordination, co-operation, scoring, batting, space, pass, dribble, team, points, goals, rules, tactics fielding, bowler, wicket, innings, rounder, backstop, Court, target, net, striking, pitch. Health and fitness – warm up/ cool down/ heart rate evaluate, improve	create, combination, sequence, space, improvisation repetition, adapt, motifs, pattern, movement, evaluate, improve, agility, flexibility, strength, control, balance, Stimulus, rhythm, timing, perform Health and fitness – warm up/ cool down/ heart rate.		flow, explosive, symmetrical, asymmetrical, combination evaluate, improve, stretch, refine, adapt, contrasting curled, stretched, suppleness, strength, inverted jump, land, over, under, agility, strength, technique, control, balance, evaluate, improve Shapes - tuck, straddle, pike, arch, back support, front support, shoulder stand, bridge. Health and fitness – warm up/ cool down/ heart rate.		<u>Athletics</u> Running, speed, throw, skip, aim, bounce, jump, leap, hop, target, overarm, underarm, walking, jogging, baton, relay, take off, landing Health and fitness – warm up/ cool down
I will learn...					
<ul style="list-style-type: none"> ✓ How to travel in a variety of directions for purpose and keep possession. ✓ How to pass/throw a ball including underarm, chest pass, over arm, bounce pass, kick. ✓ How to receive a ball under pressure. ✓ How to work as part of a team. ✓ How to develop my knowledge of different games. ✓ How to apply tactics. 	<ul style="list-style-type: none"> ✓ How to copy and remember dance phrases. ✓ How to improvise to create a simple dance independently and with a partner. ✓ How to translate ideas from stimuli to movement with support. ✓ How to design movements using a stimuli with support. ✓ How to compare and adapt movements and motifs which contains the use of choreographic techniques. ✓ How to perform dances with an awareness of rhythm on my own or in a group. 		<ul style="list-style-type: none"> ✓ How to improve the quality of rolls, jumps, travel, body shapes and balances through gymnastics. ✓ How to explore, copy and remember 4-5 movements. ✓ How to use movements to create my own sequence including change of shape, direction and level. ✓ How to use and apply compositional ideas independently and with others to create a sequence. ✓ How to use some strength and control when taking weight on different body parts for longer periods of time. ✓ How to begin to develop good technique of taught skills on the equipment. 		<ul style="list-style-type: none"> ✓ How to run at speeds appropriate for the distance. ✓ How to perform a running jump with some accuracy. ✓ How to perform a variety of throws using a selection of equipment.
Evaluation <ul style="list-style-type: none"> • How to use the appropriate vocabulary when giving feedback. • How to make suggestions to improve my performance. • How to work with a partner or group to improve my skills. • How to improve my own and others performances. • How to describe a performance. 			Outdoor and adventurous activity <ul style="list-style-type: none"> • How to develop good technique of taught skills when using equipment. • How to listen to a partner or adult and follow instructions correctly. • How to begin to use compass points. • How to talk through activities by thinking them through. • How to begin to choose strategies. • How to stay safe when outdoors. 		