Y3 PHYSICAL EDUCATION CURRICULUM

3	Autumn 1		Autumn 2	
	Hockey	**Flag Football**	**Gymnastics**	**Dance**
Key Skills	**Physical:** run, dribble, pass, receive, intercept, shoot **Social:** communication, collaboration, work safely **Emotional:** honesty, perseverance, determination, support others **Thinking:** decision making, selecting and apply, comprehension, identifying strengths and areas for development	**Physical:** running, throwing, catching **Social:** Be able to play in a team **Emotional:** Can you move on from dropping the ball and ending the play? Can we be happy when completing a play and a touchdown **Thinking:** what jobs do all the positions have?	**Physical:** point and patch, balances, jumps, straight roll, barrel toll, forward roll **Social:** work safely, collaboration, supportive **Emotional:** perseverance, confidence, independence **Thinking:** use tactics, observe and provide feedback, creativity, select and apply skills	**Physical**: actions, dynamics, space, relationships **Social**: respect, work safely, collaboration, share ideas, inclusion **Emotional**: sensitivity, confidence, perseverance, acceptance **Thinking**: provide feedback, comprehension, reflection, observation, creativity
Learning Objectives	To send and receive with some control. To move safely and with control when dribbling. To develop decision making in attack. To understand the role of a defender. To apply tactics to small, sided games. To apply rules, skills and tactics to play in a tournament.	**By the end of the lesson, students will** have a basic understanding of the key skills involved in Flag Football. be able to describe and demonstrate how to grip and throw a football. be able to describe and demonstrate how to snap a football. be able to demonstrate and describe three basic passing routes: hook, slant and fade. be able to describe and demonstrate at least three different football plays that involve C, QB, RB and WR be able to play a full game of flag football and play all positions	To be able to create interesting point and patch balances. To develop point and patch balances on apparatus. To develop stepping into shape jumps with control. To develop stepping into shape jumps using apparatus. To develop the straight, barrel, and forward roll. To include rolls in sequence work using apparatus.	THEME: Machines 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 select and link appropriate actions and dynamics to show our dance idea. THEME: A Trip to... To remember, repeat and create actions to represent an idea. To share ideas of actions and dynamics to create a dance that shows a location. To use choreographing ideas to develop our dance.
Vocab	Accurate, attack, attacker, control, decision, defender, defend, dribble, intercept, invasion, opposition, possession, receiver, tactics, teamwork, tournament	Offence, Defensive, Quarterback, Running Back, Plays, Touchdown, Down, Snap, Line of scrimmage	Body tension, contrast, control, direction, extend, flow, landing position, match, matching, patch, point, take off	Action, canon, create, dynamics, explore, expression, extend, feedback, formation, interact, pathway, perform, pose, timing, unison
Assessment	I am beginning to use simple tactics I am learning the rules of the game and am beginning to use them honestly I can dribble, pass, receive and shoot the ball with some control I can find space away from others and near my goal I can track an opponent to slow them down understand my role as an attacker an as a defender I work cooperatively with my group to self-manage games	Do they know the difference between offence and defence Are they able to throw a ball as a quarterback to a member of their team? Are we able to use sportsmanship when we win and lose?	I can adapt sequences to suit different types of apparatus I can choose actions that flow well into one another I can complete actions with increasing balance and control I can provide feedback using key words I can sue matching and contrasting actions in a partner sequence I use a greater number of my own ideas for movements in response to a task With help, I can recognise how performances could be improved	I am respectful of others when watching them perform I can provide feedback using key words I can repeat, remember and perform a dance phrase I can use counts to keep in time with a partner and group I can sue dynamic and expressive qualities in relation to an idea I can work with a partner and in a small group, sharing ideas I create short dance phrases that communicate the idea

Y3 PHYSICAL EDUCATION CURRICULUM

3	Spring 1		Spring 2	
	Swimming	**Netball**	**Swimming**	**Athletics**
Key Skills	**Physical:** submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water **Social:** communication, support and encouragement, keeping safe **Emotional:** confidence, determination, perseverance **Thinking:** observe and provide feedback, select and apply skills	**Physical:** run, throw, catch, change direction, change speed, shoot **Social:** communication, collaboration, sporting behaviour **Emotional:** honesty, perseverance, confidence **Thinking:** select and apply skills, apply tactics, observation, apply rules	**Physical:** submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water **Social:** communication, support and encouragement, keeping safe **Emotional:** confidence, determination, perseverance **Thinking:** observe and provide feedback, select and apply skills	**Physical:** sprint, jump for distance, push throw, pull throw **Social:** collaborate, work safely **Emotional:** determination, perseverance **Thinking:** observe and provide feedback, comprehension, explore technique
Learning Objectives	To develop an understanding of buoyancy and balance in the water. To develop independent movement and submersion. To develop gliding and crawl legs. To develop front crawl breathing. To develop gliding and backstroke.	To understand the role of an attacker when in possession. To develop movement skills to lose a defender. To understand that scoring goals is an attacking skill and learn how to do this. To understand the role of defender. To remember that intercepting is a defending skill and explore ways to do this. To apply skills and knowledge to play games using netball rules.	To develop an understanding of buoyancy and balance in the water. To develop independent movement and submersion. To develop gliding and crawl legs. To develop front crawl breathing. To develop gliding and backstroke.	To develop sprinting techniques and improve on your personal best. To develop changeover technique 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.
Vocab	Alternate, backstroke, breaststroke breathing, buoyancy, crawl, floating, front crawl, glide, rotation, sculling, submerge, surface treading water	Attack, control, court, defend, intercept, invasion, opposition, possession, receive, technique, teammate tournament umpire	Alternate, backstroke, breaststroke breathing, buoyancy, crawl, floating, front crawl, glide, rotation, sculling, submerge, surface treading water	Accuracy, baton, control, event, further, personal best, power, relay, speed, strength, technique
Assessment	I can swim competently, confidently and proficiently over a distance of at least 25 meters I can use a range of strokes effectively (front crawl, backstroke and breaststroke) I can perform safe self-rescue in different water-based situations	I am beginning to use simple tactics I am learning the rules of the game and am beginning to use them honestly I can communicate with my team and move into space to support them I can defend an opponent and try to win the ball I can pass, receive and shoot the ball with some control I can provide feedback using key words I understand my tole as an attacker and as a defender I work cooperatively with my group to self-manage games	I can swim competently, confidently and proficiently over a distance of at least 25 meters I can use a range of strokes effectively (front crawl, backstroke and breaststroke) I can perform safe self-rescue in different water-based situations	I am developing jumping for distance I can identify when I was successful I can take part in a relay activity, remembering when to run and what to do I can throw a variety of objects, changing my action for accuracy and distance I can use different take off and landings when jumping I can use key points to help me to improve my sprinting technique I can show determination to achieve my personal best

Y3 PHYSICAL EDUCATION CURRICULUM

3	Summer 1		Summer 2	
	Cricket	**Gymnastics**	**Fitness/OAA**	**Tennis**
Key Skills	**Physical:** underarm and over=rm throwing, underarm bowling, batting and catching **Social:** communication, support, collaboration, respect **Emotional:** honesty, perseverance determination **Thinking:** select and apply skills and tactics, make decisions	**Physical:** point and patch, balances, jumps, straight roll, barrel toll, forward roll **Social:** work safely, collaboration, supportive **Emotional:** perseverance, confidence, independence **Thinking: use tactics,** observe and provide feedback, creativity, select and apply skills	**Physical:** balance, dodge, hop, jump, skip **Social:** respect, communication, cooperation, safety **Emotional:** determination, perseverance, honesty, independence **Thinking:** comprehension select and apply, tactics, exploration	**Physical:** forehand, backhand, throwing, catching, rallying **Social**: cooperation, collaboration, respect, support and encourage others **Emotional:** perseverance, honesty, **Thinking:** comprehension select and apply, use tactics, reflection, decision making
Learning Objectives	To learn how to score points in a striking and fielding game. To develop batting to score points. To develop fielding skills to limit the batter's score. To understand the role of a bowler. To develop my understanding of tactics and begin to use them. To apply skills and knowledge to play games using cricket rules.	To be able to transition smoothly into and out of balances. To be able to transition smoothly in and out of balances using apparatus. To create a sequence with matching and contrasting actions and shapes. To create a sequence on apparatus using matching and contrasting. To create a partner sequence using the skills I have learnt including a hoop and apparatus.	To understand how balance helps us in everyday life. To understand how co-ordination and strength helps us in everyday life. To understand how speed helps us in everyday life. To understand how agility helps us in everyday life. To understand how stamina helps us in everyday life.	To develop racket and ball control. To explore rallying using a forehand. To explore returning the ball using a forehand. To explore returning the ball using a backhand. To learn how to score and use simple rules. To work co-operatively with others to begin to manage a game.
Vocab	Accuracy, caught out, no ball, runs, strike, tactics, technique, tournament, track, umpire, wicket	Body tension, contrast, control, direction, extend, flow, landing position, match, matching, patch, point, take off	Agility, balance, co-ordination, control, muscle, progress, speed, stamina, strength, technique	Backhand, competition, control, court, face, feeder, forehand, opponent, opposition, rally, react, return, tactics, track
Assessment	I can bowl a ball towards a target I am beginning to strike a bowled ball after a bounce I am developing an understanding of tactics, and I am beginning to use them in game situations I am learning the rules of the game and beginning to use them honestly I can persevere when learning a new skill I can provide feedback using key words I can use overarm and underarm throwing, and catching skills I work cooperatively with my group to self-manage games	I can adapt sequences to suit different types of apparatus I can choose actions that flow well into one another I can complete actions with increasing balance and control I can provide feedback using key words I can sue matching and contrasting actions in a partner sequence I use a greater number of my own ideas for movements in response to a task With help, I can recognise how performances could be improved	I can go slower or stop then go again when I get tired I can lean forward to speed up I can persevere when I find a challenge hard I can take small steps to change direction, I can work safely with others I demonstrate balance when performing other fundamental skills I understand that there are different areas of fitness.	I am learning the rules of the game, and I am beginning to use them fairly I can provide feedback using key words I can return a ball to a partner I can use basic racket skills I understand the aim of the game I understand the benefits of exercise I work cooperatively with my group to self-manage games