



Curriculum Coherence – Year 3 - PE

Term 1

School games values



Mr Tilbury – Multi Skills (baseline)

Class teacher – Football, Netball

Prior learning - Building on skills learnt in KS1. Using skills learnt in multiskills lessons to apply to particular sports.

NC - use running, jumping, throwing and catching in isolation and in combination.

play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

INTENT

KNOWLEDGE

Multiskills

How to use their body to play a variety of different games.

Football

How to kick accurately so a team mate. How to stop the ball. How to score a goal. How to dribble with a ball. How to attack/defend.

Netball

What the three main passes in netball are (chest, bounce, shoulder). What pivoting is, how to shoot and score, interception and some of the rules of a game.

Questioning

How do we stand to throw?

How do we stand to catch?

What are the 3 passes in netball?

How do we move with the ball in football?

Challenge

Expert learners leading groups and warm up activities.

Support

Paired with an expert learner, TA to help closer demonstrations.

IMPLEMENTATION

ACTIVITIES

Multiskills

Basic movements & spacial awareness, moving with a ball, sending & receiving (rolling, throwing+catching, kicking), aiming, striking and fielding.

Football

Kicking the ball accurately to a partner over increasing distance.

Stopping the ball when someone has passed to them.

Dribbling skills.

Taking an accurate shot at a goal.

Attacking/defending in a game situation.

Netball

Passing – chest, bounce and shoulder passes with accuracy and precise catching.

Pivoting/not moving with the ball.

Shooting and scoring into a net.

Attacking and defending in order to play mini games.

IMPACT

OUTCOMES

Multiskills

PUPILS will know

How to use their body for a variety of skills.

will be able to

Complete a variety of skills using all of their body.

will understand

Which body parts they need to use for each skill.

Football

PUPILS will know

How to attack and defend in a game of football.

will be able to

Accurately pass the ball to a teammate.

will understand

How to work as a team and offer support to teammates.

Netball

PUPILS will know

What the 3 main passes in netball are.

will be able to

Accurately pass/catch a ball between teammates.

will understand

Some of the rules of a game (footwork/positions).

VOCABULARY

Multiskills

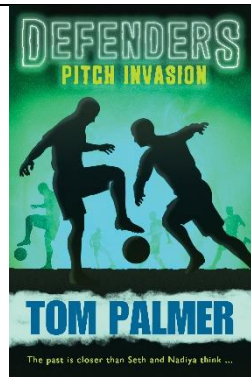
Move, space, send, receive, pass, throw, catch, aim.

Football

Pass, stop, shoot, attack, defend

Netball

Chest pass, bounce pass, shoulder pass, shoot, net, interception.



LINKS

Maths – counting, directional language.

Science – the human body.

SMSC

Growth mindset, healthy lifestyles, sense of right and wrong, competition, abiding by rules, co-operation, group work, leadership skills, exploring a variety of sports.

VALUES

Co-operation, honesty, sharing, determination, excellence

SKILLS

Multiskills

Co-ordination, balance, throwing, catching, moving

Football

Accurate passing and stopping of the ball, attacking/defending play, scoring a goal.

Netball



NEXT STEPS IN LEARNING

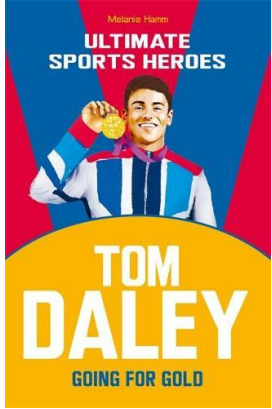
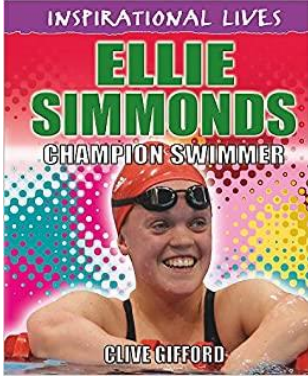
Continue with KS2 NC - use running, jumping, throwing and catching in isolation and in combination.



Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

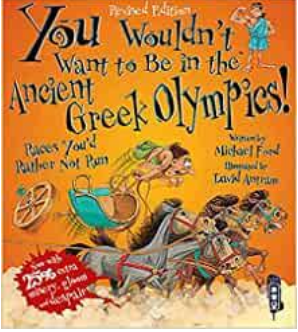
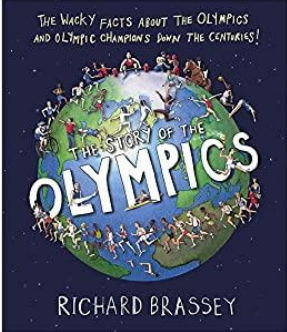
Building on these skills in year 4 through Tag Rugby and Hockey and further

Passing, catching, attacking, defending, shooting, pivoting, intercepting.		progressing with other sports in upper KS2/Middle School.
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Curriculum Coherence – Year 3 - PE 		
Term 2 School games values 	Mr Tilbury – Gym Class teacher – Dance/Swimming (external teaching)	
	Prior learning – Building on skills learnt in KS1 in gym and dance. Some children will have learnt to swim outside of school but for some this may be the first time they have been swimming. NC - Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations.	
INTENT	IMPLEMENTATION	IMPACT
KNOWLEDGE Gym Jumps, turns, leaps, shapes, balances, rolls. How to effectively perform moves to their own ability. Dance (BBC schools' radio programmes – Street Dance and Wonders of the World) How to use different parts of the body to create movement. Performing dances of various tempos. Travelling around the room in different ways. Swimming Swim competently, confidently and proficiently over a distance of at least 25metres. Use a range of strokes effectively (front crawl, backstroke and breaststroke). How to be safe in the water. Questioning Question children on the names of different shapes they can make with their body. Why is it important to stretch and warm up? What is different between the types of movement in Street Dance? What does tempo mean? What are the different swimming strokes? How can you be safe in the water?	ACTIVITIES Gym <ul style="list-style-type: none"> Floor activities Apparatus activities Performance and evaluation Dance <ul style="list-style-type: none"> 3x lessons on Street Dance: <ol style="list-style-type: none"> Focus on simple street dance steps and how movements through the whole body fit with the music. Next step of street dance (locking) – looking more closely at movements with individual body parts. Putting all they have learnt together and performing and evaluating. 3x lessons on Wonders of the World: <ol style="list-style-type: none"> Dancing to music from all around the world which have different tempos. Working on their own, with partners, and in small groups. Swimming – 6 weeks external lessons <ul style="list-style-type: none"> Learning/practicing different strokes over increasing distance. 	OUTCOMES Gym PUPILS will know A range of jumps, turns, leaps, shapes, balances, rolls. How to improve their performance. will be able to Perform a range of skills to their own ability. will understand How to be safe when completing moves to their own ability and when using the apparatus. Dance PUPILS will know A variety of street dance moves. Different dances from around the world. How to improve performance. will be able to Travel around the room in different ways. Dance using their whole body. Dance to music with varying tempos. will understand How to use their whole body to move and dance. How dance is performed all over the world. Swimming PUPILS will know A range of strokes including front crawl, backstroke and breaststroke. will be able to Swim competently and confidently over a distance of at least 25 minutes. will understand How to be safe in water.

<p>Challenge Expert learners leading groups and warm up activities. Swimming groups based on ability.</p> <p>Support Paired with an expert learner, TA to help closer demonstration. Ability grouping in swimming – smaller group/shallow end.</p>		
<p>VOCABULARY</p> <p>Gym Shape, balance, perform, evaluate.</p> <p>Dance Street, groove, lock, move, space, tempo.</p> <p>Swimming Front crawl, backstroke, breaststroke, metre.</p>	 	<p>LINKS Geography – Dances from all over the world. Life Learning – Safety Music Maths</p> <p>SMSC Growth mindset, healthy lifestyles, sense of right and wrong, competition, abiding by rules, co-operation, group work, leadership skills, exploring a variety of sports.</p>
<p>SKILLS</p> <p>Gym Balancing, creating shapes, turning, jumping, leaping</p> <p>Dance Street dance moves</p> <p>Swimming Proficient strokes over increasing distances.</p>		<p>VALUES Co-operation, honesty, sharing, determination, excellence</p> <p>NEXT STEPS IN LEARNING Continue with KS2 NC - Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Building on these skills in year 4 through gym and dance and further in upper KS2/Middle School.</p>

Curriculum Coherence – Year 3 - PE 		
<p>Term 3</p> <p>School games values</p> 	<p>Mr Tilbury – Athletics, Rounders Class Teacher – Athletics, Orienteering</p> <p>Prior learning - Building on skills learnt in KS1 (athletics/orienteering). Applying striking/fielding skills as well as those learnt in multiskills into a game situation (rounders). NC - Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Take part in outdoor and adventurous activity challenges both individually and within a team.</p>	
INTENT	IMPLEMENTATION	IMPACT
<p>KNOWLEDGE</p> <p>Athletics How to compete in a variety of athletic events including running, jumping and throwing.</p> <p>Orienteering Working cooperatively and independently. Directional vocabulary – North, East, South, West, Left, Right, Forward Backward Map work</p> <p>Rounders</p>	<p>ACTIVITIES</p> <p>Athletics A variety of athletic events in preparation for sports day. Including; sprinting races, relay races, throwing a javelin, target throwing.</p> <p>Orienteering Identify key locations and recognize where they are on a map. Sketch locations. Use directional language, focusing on North, East, South and West. Problem solving independently, in pairs and in groups.</p> <p>Rounders</p>	<p>Athletics PUPILS will know Which skills they need to focus on for each event. will be able to Practice a variety of skills to prepare for sports day. will understand How to improve their own personal skills.</p> <p>Orienteering PUPILS will know The points of a compass.</p>

<p>How to strike the ball with a bat. How to field effectively. How to score points for a team. How to bowl.</p> <p><u>Questioning</u> How can you ensure you are running effectively? How can you concentrate on accurate throws? What are the four directions on a compass? How can you effectively 'field'? How can you effectively strike the ball?</p> <p><u>Challenge</u> Expert learners leading groups and warm up activities. Chance to have a go at bowling as well as batting/fielding.</p> <p><u>Support</u> Paired with an expert learner, TA to help closer demonstrations. Use of tennis racquet rather than rounder's bat.</p>	<p>Build on throwing + catching skills. Practice striking the ball. Practice bowling skills. Use learnt skills in a game situation and know the rules of a game.</p>	<p><u>will be able to</u> Use directional language to guide a teammate and identify locations.</p> <p><u>will understand</u> How to give clear instructions.</p> <p><u>Rounders</u> <u>PUPILS will know</u> How to accurately strike a ball.</p> <p><u>will be able to</u> Strike and field effectively.</p> <p><u>will understand</u> The rules for a game of rounders.</p>
<p><u>VOCABULARY</u></p> <p><u>Athletics</u> Javelin, baton, relay, sprint, race, compete, target</p> <p><u>Orienteering</u> Compass (North, South, East, West), location, guide, cooperate, teamwork.</p> <p><u>Rounders</u> Strike, field, bowl, base.</p>	 	<p><u>LINKS</u> History – Ancient Greeks Geography – Olympics around the world, map work, field work. Maths Science</p> <p><u>SMSC</u> Growth mindset, healthy lifestyles, sense of right and wrong, competition, abiding by rules, co-operation, group work, leadership skills, exploring a variety of sports.</p> <p><u>VALUES</u> Co-operation, honesty, sharing, determination, excellence</p>
<p><u>SKILLS</u></p> <p><u>Athletics</u> Sprinting, throwing to a target, using accuracy, personal skills.</p> <p><u>Orienteering</u> Locate points on a map, use directional language, guide somebody else.</p> <p><u>Rounders</u> Striking a ball, bowling, fielding, teamwork.</p>		<p><u>NEXT STEPS IN LEARNING</u> Continue with KS2 NC -Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Take part in outdoor and adventurous activity challenges both individually and within a team. Building on these skills in year 4 through athletics and cricket and further sports in upper KS2/Middle School.</p>