| **Year 3** | | | | |
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| **Topic** |  | **Lesson Focus** | **Key Knowledge** | **Vocabulary** |
| **Gymnastics** | 1 | Gymnastic shapes | Physical  To develop and consolidate the use of lying and standing shapes.  Thinking  To compare different performances and comment on similarities  Social and Emotional  To be able to think about what they have done well |  |
| 2 | Traveling | Physical  To adapt travelling movements when moving on floor or apparatus.  Thinking  To describe how two performances are different.  Social and Emotional  To be able to identify something they have achieved |  |
| 3 | Jumping | Physical  To develop a high quality of movement when performing a range of jumping movements.  Thinking  To watch a range of performances and comment on which they like best and why.  Social and Emotional  To be able to identify where they can improve a given skill or performance |  |
| 4 | Balancing | Physical  To link and move between different balances, showing control.  Thinking  To make simple suggestions to help improve a performance.  Healthy Active Lifestyles  To know how to develop stamina and fitness and how games can help with this. |  |
| 5 | Rocking actions | Physical  To perform rocking actions in dish and arch shapes with good strength and body tension demonstrated.  Thinking  To discuss how they have improved their own performance  Healthy Active Lifestyles  To understand why improving strength and flexibility will help improve their performance. |  |
|  | 6 | Rolling | Physical  To improve children’s forward roll technique  Thinking  To use appropriate gymnastic language when describing and evaluating the roll.  Healthy Active Lifestyles  To work safely and effectively on their own and with a partner |  |
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| **Dance** | 1 | To remember a set routine | Physical  To explore and create movements which represent space, performing the choreography in unison.  Thinking  To practise and refine the set piece, focusing on timing and unison  Social and Emotional Learning Objectives  To understand what the word resilience means and identify how this could be shown in PE |  |
| 2 | Performing in unison | Physical  To explore and create movements which represent space, performing the choreography in unison.  Thinking  To identify the different speeds used in the dance, stating how they made the action better or more dramatic.  Social and Emotional Learning Objectives  To know how to develop stamina and fitness and how dance can help with this. | Unison |
| 3 | Dynamics in dance | Physical  To create movements related to finding aliens which are performed at different speeds.  Thinking  To improve the quality of their own and others performance by focusing on one aspect at a time.  Social and Emotional Learning Objectives  To work safely and effectively on their own and with a partner | dynamics |
| 4 | Relationships in dance | Physical  To create different movements and a short routine with a partner which includes the idea of ‘push and pull’ and ‘under and over’ relationships.  Thinking  To improve the quality of their own and others performance by focusing on one aspect at a time.  Social and Emotional Learning Objectives  To work safely and effectively on their own and with a partne | Relationships |
| 5 | Canon | Physical  To know what the term Canon is and plan a short routine which incorporates this.  Thinking  To describe the movements included in their routine and how canon, was used using descriptive language.  Social and Emotional Learning Objectives  To understand it is ok to accept praise |  |
| 6 | Choreography | Physical  To plan and choreograph the end section of the dance with a partner.  Thinking  To evaluate how another group has used relationships to help tell a story, making basic suggestions on how this could be improved  Social and Emotional Learning Objectives  To be able to recognise success against a given criteria for the lesson or skill |  |
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| **Keeping Possession Hockey** | 1 | Dribbling | Physical  To use dribbling skills with good control to keep possession.  Thinking  To explain what they need to practise to help their team improve.  Social and Emotional  To be able to think about what they have done well. |  |
| 2 | Dribbling | Physical  To change speed and direction when dribbling a ball in games.  Thinking  To describe and evaluate how effective their individual and team performance has been.  Social and Emotional  To be able to identify something they have achieved |  |
| 3 | Passing | Physical  To pass the ball accurately when practising and make good decisions when choosing when, where and how to pass within a game  Thinking  To recognise what they have done well and how they can improve their work  Social and Emotional  To be able to tell someone else what they have done well |  |
| 4 | Passing and finding space | Physical  To pass and then move into space to receive the ball again.  Thinking  To explain what skills and tactics they can use to help their team keep possession of the ball  Healthy Active Lifestyles  To know the immediate effects of exercise on the body. |  |
| 5 | Developing more accuracy and success when passing | Physical  To use verbal and non-verbal communication to ask for the ball.  Thinking  To understand their role and explain how to improve their skills when their team have possession (attacking) and when the opposition have possession (defending).  Healthy Active Lifestyles  To know the effects that a cool down can have on the body and mind and notice how a cool down change their heart rate |  |
| 6 | Competition | Physical  To apply the skills covered in the unit successfully into competitive games  Thinking  To know how to adapt the rules and games if necessary and describe how their team can improve their chances of scoring.  Healthy Active Lifestyles  To work know the effect that a cool down can have on the body and the mind and notice how a cool down change their heart rate |  |

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| **Linking actions Cricket** | 1 | Throwing | Physical  To use an underarm throw with accuracy and fluency.  Thinking  To make appropriate decisions when throwing and catching.  Social and Emotional  To be able to compare their performance to other people’s. |  |
| 2 | Throwing and moving | Physical  To use an underarm throw with control, accuracy and fluency and beginning to link this with other movements.  Thinking  To make appropriate decisions when throwing and catching.  Social and Emotional  To give possible reasons why something did not go well. |  |
| 3 | Fielding | Physical  To be able to field accurately.  Thinking  To make appropriate decisions when throwing and catching.  Social and Emotional  To understand the difference between critical thinking and being unkind. |  |
| 4 | Batting | Physical  To know how to correctly hold a bat or racket and use the correct stance.  Thinking  To know how to improve their own and other’s technique when striking..  Healthy Active Lifestyles  To understand how a warm-up is used to prepare the body for exercise. |  |
| 5 | Striking | Physical  To strike a ball with control  Thinking  To make appropriate decisions about which bat or racket to use…  Healthy Active Lifestyles  To know when the body is cool, warm and hot and to know what the terms Heart Rate, Breathing Rate and Temperature Control mean. |  |
| 6 | Competition | Physical  To strike a ball accurately and then move with speed and accuracy.  Thinking  To decide if there is time to move before the ball gets back.  Healthy Active Lifestyles  To compare and comment on heart rates when resting and during activity. |  |

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| **Athletics** | 1 | Jumping | Physical  To improve children’s ability to jump in different ways and link them together  Thinking  To know the benefits of a one footed take off rather than a two footed take off.  Social and Emotional  To identify 3 things responsible learners always do |  |
| 2 | Jumping for height | Physical  To know how to jump upwards and the best technique to use for maximal height.  Thinking  To understand how to use their arms and legs effectively to increase the height of a jump.  Social and Emotional  To be able to give good advice and feedback when given a criteria to look for |  |
| 3 | Running | Physical  To know how to pace themselves to enable them to run for a sustained period of time.  Thinking  To describe when they would use this type of running, and what type of athletics events it would include  Social and Emotional  To identify 3 things responsible learners always do. |  |
| 4 | Sprinting | Physical  To improve sprinting technique.  Thinking  To analyse the differences in technique between sprinting and long distance running.  Healthy Active Lifestyles  To know what the term agility means and why it is needed in games. |  |
| 5 | Relay | Physical  To improve baton change over technique.  Thinking  To describe the correct baton, change over technique and use their knowledge to help others improve.  Healthy Active Lifestyles  To know what the term speed means and why it is needed in games. |  |
| 6 | Throwing | Physical  To know how to perform a one handed over arm throw.  Thinking  To describe the correct technique for a one handed over arm throw and link it to specific throws in athletics.  Healthy Active Lifestyles  To know what the term stamina means and why it is needed in games |  |

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|  | 1 | Throwing and catching | Physical  To improve children’s throwing and catching and show some success when doing so.  Thinking  To understand how and why to move their body to increase chances of successfully catching the ball.  Social and Emotional  To identify potential dangers around us in PE and decide on key rules to keep us safe. |  |
| 2 | Throwing | Physical  To improve over-arm and underarm throwing using tempo and targets.  Thinking  To understand the importance of a ready position before striking the ball.  Social and Emotional  To identify how they can keep themselves safe in a PE lesson |  |
| 3 | Racket control | Physical  To know how to hold the racket properly  Thinking  To be able to describe the key points of holding racket  Social and Emotional  To identify my role in keeping other people safe in a PE lesson |  |
| 4 | Striking | Physical  To be able to hit a ball with a tennis racket  Thinking  To know how to get into position to hit a ball  Healthy Active Lifestyles  To compare and comment on heart rates when resting and during activity. |  |
| 5 | Forehand | Physical  To be able to perform a forehand shot  Thinking  To know how to get into position to play a forehand shot  Healthy Active Lifestyles  To know why heart rate, breathing rate and temperature change during exercise. |  |
| 6 | Serving | Physical  To be able to perform an underarm serve.  Thinking  To know how to get into position to play a forehand shot  Healthy Active Lifestyles  To understand which parts of the body are particularly important for a given activity |  |

\*ongoing skill throughout year