

Autumn 1

YEAR

3

UNIT OF WORK

Gymnastics



PRIOR KNOWLEDGE

Children should be able to:

- Travelling with body weight supported by hands
- Perform jumps as part of a sequence with good balance when landing
- Varying the range of body parts used to balance
- Perform rocking actions linked with basic shapes, e.g., pike, straddle, tuck



KEY OUTCOMES

PHYSICAL

- To develop and consolidate the use of lying and standing shapes.
- To develop a high-quality of movement when performing a range of jumping and rolling movements.
- To link and move between different balances, showing control.



KEY OUTCOMES

THINKING

- To compare different performances and comment on similarities and differences.
- To watch a range of performances and comment on which they like best and why, using gymnastics related vocab.
- To make simple suggestions to help improve a performance.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- To demonstrate the ability to collaborate and communicate well within a team or group when creating a sequence of shapes.
- To be able to give advice and support to help others improve their travelling skills within gymnastics.
- To be able to tell someone else what they have done well in relation to a task.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- To think about how being inspired makes them feel and to think how it can help them to improve their performance.
- To understand why improving strength and flexibility will help improve their performance.
- To work safely and effectively on their own and with a partner.

END POINTS

Children should be able to:

- Adapting travelling movements when on floor or apparatus
- Recognising high quality of movement when performing a range of jumps
- To link and move between different balances
- Perform sideways rolls with control and body tension.

KEY VOCABULARY

Balance, Forward Roll,
Straddle, Pike, Tuck,
Rocking, Sequence,
Inspiration

LINKS TO ASSESSMENT

Physical Skills – 1 and 2
Thinking Skills - 1
S & E Skills – 1, and 2
H.A.L. - 1 and 2

YEAR

3

UNIT OF WORK

Sending and Receiving - Tag Rugby



PRIOR KNOWLEDGE

Children should be able to:

- Throw a small/large ball to a partner.
- Use a bat to strike a ball to a partner in a rally.
- Catch a large ball with two hands consistently.



KEY OUTCOMES

PHYSICAL

- To hold a rugby ball with the correct technique.
- To pass a rugby ball using correct technique when stationary and moving.
- To be able to pass a rugby ball in both directions.



KEY OUTCOMES

THINKING

- To describe how to hold the ball.
- To select the correct passing and catching technique.
- To use basic tactics to keep possession.
- To recognise what has been done well and how to improve.
- To show some understanding of positioning when passing.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- To explain what confidence means and how it can be applied to PE.
- To demonstrate confidence when learning how to pass/ catch a rugby ball.
- To identify when and why confidence is used in the lesson.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- To compare and comment on heart rates when resting and during activity.
- To know why heart rate, breathing rate and temperature change during exercise.
- To understand which parts of the body are particularly important for a given activity.

END POINTS

Children should be able to:

- Pass a ball and then move into space to receive the ball again.
- Recognise what they have done well and how to improve.

KEY VOCABULARY

target, positioning,
accuracy, grip

LINKS TO ASSESSMENT

Physical Skills – 1 and 2
Thinking Skills – 1 and 2
S & E Skills – 1 and 2
H.A.L. – 1 and 2

Autumn 2

	<u>Dodgeball</u>
<u>Key knowledge</u> <u>(I know/ understand...)</u>	• Throwing: know to throw slightly ahead of a moving target. Catching: know that beginning in a ready position will help me to react to the ball. • Tactics: know that using simple tactics will help my team to achieve an outcome e.g. spread out so that we are harder to aim for. • Rules: know the rules of the game and begin to apply them.
<u>Key Skills</u> <u>(I can...)</u>	• I can attempt to grip the ball and throw it with good control. • I am beginning to throw the ball with good technique and accuracy • I can dodge the ball with success. • I can block the ball successfully. • I can catch the ball in the ready position.

YEAR

3

UNIT OF WORK

Keeping Possession - Hockey



PRIOR KNOWLEDGE

Children should be able to:

- Throw a small/ large ball to a partner. (Co-ordination)
- Catch a large ball with two hands consistently. (Co-ordination)



KEY OUTCOMES

PHYSICAL

- To pass and dribble using the correct technique.
- To use agility and speed to help your team keep possession.
- To use passing and movement to keep possession from a defender.
- To create space to help keep possession of the ball.



KEY OUTCOMES

THINKING

- To explain the correct technique for holding a hockey stick.
- To judge where is best to move in a zone.
- To understand how to keep possession and recognise what they have done well.
- To judge when to dribble and when to pass.
- To develop simple tactics to keep possession.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- To explain what respect means and discuss how it can be shown with teammates.
- To demonstrate respect when playing a team game.
- To identify times when they have been respectful within the lesson.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- To know what the term agility means and why it is needed in games.
- To know what the term speed means and why it is needed in games.
- To know what the term stamina means and why it is needed in games.

END POINTS

Children should be able to:

- Use a push pass successfully.
- Identify when in the correct position to receive the ball.
- Identify how creating space can help their team to keep possession.

KEY VOCABULARY

target, creating space, possession, push pass

LINKS TO ASSESSMENT

Physical Skills – 1
Thinking Skills - 1 and 2
S & E Skills – 1 and 2
H.A.L - 1 and 2

Spring 1

YEAR

3

UNIT OF WORK

Sending and Receiving - Tennis



PRIOR KNOWLEDGE

Children should be able to:

- Throw a small/large ball to a partner.
- Use a bat to strike a ball to a partner in a rally.
- Catch a large ball with two hands consistently.



KEY OUTCOMES

PHYSICAL

- To improve children's throwing and catching and show some success when doing so.
- To use over-arm and underarm throwing with increasing accuracy.
- To know how to hold the racket correctly.
- To be able to hit a ball using a forehand shot with increasing success.
- To be able to perform an underarm serve.



KEY OUTCOMES

THINKING

- To understand how and why to move their body to increase chances of successfully catching the ball.
- To understand the importance of a ready position before striking the ball.
- To be able to describe the key points of holding racket.
- To know how to get into position to play a forehand shot and recognise what they have done well.
- To use an underarm serve and provide feedback on how to improve.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- To explain what confidence means and how it can be applied to PE.
- To demonstrate confidence when developing the overarm throw.
- To identify when and why confidence has been used in the lesson.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- To compare and comment on heart rates when resting and during activity.
- To know why heart rate, breathing rate and temperature change during exercise.
- To understand which parts of the body are particularly important for a given activity.

END POINTS

Children should be able to:

- Pass a ball and then move into space to receive the ball again.
- Strike a ball using a forehand shot.
- Recognise what they have done well and how to improve.

KEY VOCABULARY

target, positioning,
accuracy, grip

LINKS TO ASSESSMENT

Physical Skills – 1 and 2
Thinking Skills – 1 and 2
S & E Skills – 1 and 2
H.A.L – 1 and 2

YEAR

3

UNIT OF WORK

Keeping Possession - Netball



PRIOR KNOWLEDGE

Children should be able to:

- Throw a small/ large ball to a partner.
- Catch a large ball with two hands consistently.



KEY OUTCOMES

PHYSICAL

- To develop the three most common types of pass (chest, bounce, overhead) and begin to link these with movement.
- To use agility and speed to help your team keep possession.
- To create space to help keep possession of the ball.



KEY OUTCOMES

THINKING

- To begin to understand the best methods of keeping possession.
- To develop simple tactics to keep possession and recognise what has been done well.
- To understand positioning when attacking/ defending.
- To describe techniques used for different passes and judge when to use them.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- To explain what respect means and discuss how to show this with teammates.
- To demonstrate respect when playing a game.
- To identify times when respect has been used.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- To know what the term agility means and why it is needed in games.
- To know what the term speed means and why it is needed in games.
- To know what the term stamina means and why it is needed in games.

END POINTS

Children should be able to:

- Use chest, bounce, and overhead pass successfully.
- Identify when in the correct position to receive the ball
- Identify how creating space can help their team to keep possession.

KEY VOCABULARY

Chest/bounce/overhead pass, target, positioning, possession, defending.

LINKS TO ASSESSMENT

Physical Skills – 1
Thinking Skills – 1 and 2
S & E Skills – 1 and 2
H.A.L – 1 and 2

Spring 2

YEAR

3

UNIT OF WORK

Athletics



PRIOR KNOWLEDGE

Children should be able to:

- Use techniques to increase the distance of a jump.
- Increased stamina when running over longer distances.
- Throw accurately at a target with different dynamics; high, low, stationary, and moving.
- Increased speed when moving in different directions.



KEY OUTCOMES

PHYSICAL

- To perform jumps with the correct technique.
- To use the correct sprinting technique.
- To overarm throw for distance.
- To adapt running technique over varying distances.



KEY OUTCOMES

THINKING

- To evaluate the technique of a partner in relation to key teaching points.
- To select the correct technique and use appropriate vocabulary when describing it.
- To evaluate the performance of myself and others.
- To analyse the differences in technique between sprinting and long distance running.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- To work well within a team when practising sprinting.
- To communicate with a partner to provide feedback.
- To be able to give good advice and feedback when given a criterion to look for.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- To understand the impact physical activity has on the body.
- To understand what happens to my body when performing explosive exercise.
- To understand the differences sprinting and long-distance running have on the body.

END POINTS

Children should be able to:

- Effective use of take off and landing techniques when jumping for distance.
- Understanding of how to apply pacing during running challenges.
- Effective sprint technique shown.

KEY VOCABULARY

Cardiovascular, Sprinting, Determination, Inspiration, Landing, Perseverance

LINKS TO ASSESSMENT

Physical Skills – 1 and 2
Thinking Skills – 1
S & E Skills – 1 and 2
H.A.L - 1 and 2

	<u>Dance</u>
<u>Key knowledge</u> <u>(I know/ understand...)</u>	understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance. understand that all actions can be performed differently to help to show effect. understand that I can use space to help my dance to flow. understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics. understand that I can use timing techniques such as canon and unison to create effect.
<u>Key Skills</u> <u>(I can...)</u>	Begin to improvise with a partner to create a simple dance. Create routines from different stimuli. Begin to compare and adapt movements and routines to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression. Develop the quality of the actions in my performances. Perform learnt skills and techniques with control and confidence. Watch, describe and evaluate the effectiveness of a performance.

Summer 1

YEAR
3/4

UNIT OF WORK

O.A.A



PRIOR KNOWLEDGE

Children should be able to:

- N/A.



KEY OUTCOMES

PHYSICAL

- To use teamwork skills to complete a given challenge.
- To be able to 'set' a simple map.
- To give clear and helpful instructions.
- To be able to orientate a map.



KEY OUTCOMES

THINKING

- To recognise what they have done well and how to improve upon their own and others performance.
- To describe and evaluate how effective their individual and team performance has been within a game.
- To evaluate their own and others performance with the focus on a specific given skill (e.g. communication skills).



KEY OUTCOMES

SOCIAL & EMOTIONAL

- To be able to identify what they have done well and give possible reasons as to why.
- To be able to identify skills which they can improve.
- To be able to give clear instructions and explanations to a partner.
- To understand how resilience can lead to success.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- N/A

END POINTS

Children should be able to:

- Use teamwork to complete challenges.
- Orientate and create a map.
- Communicate to solve problems.

KEY VOCABULARY

Map, orientate,
setting, teamwork,
plan, plot, trust

LINKS TO ASSESSMENT

Physical Skills – 1
Thinking Skills - 1 and 2
S & E Skills – 1 and 2
H.A.L – N/A

YEAR

3

UNIT OF WORK

Linking Actions – Cricket



PRIOR KNOWLEDGE

Children should be able to:

- Throw a small/large ball to a partner.
- Use a bat to strike a ball to a partner in a rally.
- Catch a large ball with two hands consistently.



KEY OUTCOMES

PHYSICAL

- To use an underarm throw with control, accuracy and fluency and beginning to link this with other movements.
- To be able to field accurately.
- To strike a ball with control using the correct stance.



KEY OUTCOMES

THINKING

- To select the and describe the correct technique when throwing, catching and performing a long barrier.
- To use and describe basic tactics when fielding and batting.
- To recognise what they have done well when fielding and striking a ball, providing feedback on how to improve.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- To be able to explain resilience and why we use it in PE.
- To demonstrate resilience when working with a partner.
- To identify and explain when they have used resilience in the lesson.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- To understand how a warmup is used to prepare the body for exercise.
- To know when the body is cool, warm, and hot and to know what the terms Heart Rate, Breathing Rate and Temperature Control mean.

END POINTS

Children should be able to:

- Strike a ball with accuracy using different techniques.
- Throw a small ball with increasing accuracy, using underarm and overarm technique.

KEY VOCABULARY

target, positioning, accuracy, overarm, accuracy, stance

LINKS TO ASSESSMENT

Physical Skills – 1 and 2
Thinking Skills - 1 and 2
S & E Skills – 1 and 2
H.A.L - 1 and 2

Summer 2

	<u>Yoga</u>
<u>Key knowledge (I know/ understand...)</u>	Balance: understand that if I use the whole of the body part in contact with the floor, it will help me to balance. Flexibility: know that if I move as I breathe out I can stretch a little bit further. Strength: understand that I need to use different body parts and muscles for different poses. Strategy: know that I can use my breath to focus.
<u>Key Skills (I can...)</u>	Balance: demonstrate increased control when in poses. Flexibility: explore poses and movement in relation to my breath. Strength: explore balances showing some stability. Develop confidence within partner and group poses. Strategy: develop my ability to stay still and keep my focus in the sharing circle. Continue to improve my breathing skills.

YEAR

3

UNIT OF WORK

Keeping Possession - Football



PRIOR KNOWLEDGE

Children should be able to:

- Dribble a ball using small touches to keep control.
- Kick a ball to a moving partner.
- Use feet to dribble a ball with changes in speed and direction.



KEY OUTCOMES

PHYSICAL

- To pass and dribble using the correct technique.
- To use agility and speed to help your team keep possession.
- To use passing and movement to keep possession from a defender.
- To create space to help keep possession of the ball.



KEY OUTCOMES

THINKING

- To explain the correct technique for dribbling.
- To begin to understand the best methods of keeping possession.
- To understand how to keep possession and recognise what they have done well.
- To judge when to dribble and when to pass.
- To develop simple tactics to keep possession.



KEY OUTCOMES

SOCIAL & EMOTIONAL

- To explain what respect means and discuss how it can be shown with teammates.
- To demonstrate respect when playing a team game.
- To identify times when they have been respectful within the lesson.



KEY OUTCOMES

HEALTHY ACTIVE LIFESTYLES

- To know what the term agility means and why it is needed in games.
- To know what the term speed means and why it is needed in games.
- To know what the term stamina means and why it is needed in games.

END POINTS

Children should be able to:

- Dribble and pass to keep possession of the ball successfully.
- Identify when in the correct position to receive the ball.
- Identify how creating space through movement can help their team to keep possession.

KEY VOCABULARY

target, creating space,
possession, dribble,
pass, possession

LINKS TO ASSESSMENT

Physical Skills – 1
Thinking Skills – 1 and 2
S & E Skills – 2
H.A.L – 1 and 2