| **Year 3** |
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| **Topic** |  | **Lesson Focus** | **Key Knowledge** | **Vocabulary** |
| **Gymnastics**  | 1 | Gymnastic shapes | PhysicalTo develop and consolidate the use of lying and standing shapes.ThinkingTo compare different performances and comment on similaritiesSocial and EmotionalTo be able to think about what they have done well |  |
| 2 | Traveling  | PhysicalTo adapt travelling movements when moving on floor or apparatus.ThinkingTo describe how two performances are different.Social and EmotionalTo be able to identify something they have achieved |  |
| 3 | Jumping  | PhysicalTo develop a high quality of movement when performing a range of jumping movements.ThinkingTo watch a range of performances and comment on which they like best and why.Social and EmotionalTo be able to identify where they can improve a given skill or performance |  |
| 4 | Balancing  | PhysicalTo link and move between different balances, showing control.ThinkingTo make simple suggestions to help improve a performance.Healthy Active LifestylesTo know how to develop stamina and fitness and how games can help with this. |  |
| 5 | Rocking actions  | PhysicalTo perform rocking actions in dish and arch shapes with good strength and body tension demonstrated.ThinkingTo discuss how they have improved their own performanceHealthy Active LifestylesTo understand why improving strength and flexibility will help improve their performance. |  |
|  | 6 | Rolling  | PhysicalTo improve children’s forward roll techniqueThinkingTo use appropriate gymnastic language when describing and evaluating the roll.Healthy Active LifestylesTo work safely and effectively on their own and with a partner |  |
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| **Dance**  | 1 | To remember a set routine  | PhysicalTo explore and create movements which represent space, performing the choreography in unison.ThinkingTo practise and refine the set piece, focusing on timing and unisonSocial and Emotional Learning ObjectivesTo understand what the word resilience means and identify how this could be shown in PE |  |
| 2 | Performing in unison | PhysicalTo explore and create movements which represent space, performing the choreography in unison.ThinkingTo identify the different speeds used in the dance, stating how they made the action better or more dramatic.Social and Emotional Learning ObjectivesTo know how to develop stamina and fitness and how dance can help with this. | Unison  |
| 3 | Dynamics in dance | PhysicalTo create movements related to finding aliens which are performed at different speeds.ThinkingTo improve the quality of their own and others performance by focusing on one aspect at a time.Social and Emotional Learning ObjectivesTo work safely and effectively on their own and with a partner | dynamics  |
| 4 | Relationships in dance | PhysicalTo create different movements and a short routine with a partner which includes the idea of ‘push and pull’ and ‘under and over’ relationships.ThinkingTo improve the quality of their own and others performance by focusing on one aspect at a time.Social and Emotional Learning ObjectivesTo work safely and effectively on their own and with a partne | Relationships  |
| 5 | Canon  | PhysicalTo know what the term Canon is and plan a short routine which incorporates this.ThinkingTo describe the movements included in their routine and how canon, was used using descriptive language.Social and Emotional Learning ObjectivesTo understand it is ok to accept praise |  |
| 6 | Choreography  | PhysicalTo plan and choreograph the end section of the dance with a partner.ThinkingTo evaluate how another group has used relationships to help tell a story, making basic suggestions on how this could be improvedSocial and Emotional Learning ObjectivesTo be able to recognise success against a given criteria for the lesson or skill |  |
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| **Keeping Possession Hockey**  | 1 | Dribbling  | PhysicalTo use dribbling skills with good control to keep possession.ThinkingTo explain what they need to practise to help their team improve.Social and EmotionalTo be able to think about what they have done well. |  |
| 2 | Dribbling | PhysicalTo change speed and direction when dribbling a ball in games.ThinkingTo describe and evaluate how effective their individual and team performance has been.Social and EmotionalTo be able to identify something they have achieved |  |
| 3 | Passing | PhysicalTo pass the ball accurately when practising and make good decisions when choosing when, where and how to pass within a gameThinkingTo recognise what they have done well and how they can improve their workSocial and EmotionalTo be able to tell someone else what they have done well |  |
| 4 | Passing and finding space | PhysicalTo pass and then move into space to receive the ball again.ThinkingTo explain what skills and tactics they can use to help their team keep possession of the ballHealthy Active LifestylesTo know the immediate effects of exercise on the body. |  |
| 5 | Developing more accuracy and success when passing  | PhysicalTo use verbal and non-verbal communication to ask for the ball.ThinkingTo 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 LifestylesTo 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  | PhysicalTo apply the skills covered in the unit successfully into competitive gamesThinkingTo know how to adapt the rules and games if necessary and describe how their team can improve their chances of scoring.Healthy Active LifestylesTo 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  |  PhysicalTo use an underarm throw with accuracy and fluency.ThinkingTo make appropriate decisions when throwing and catching.Social and EmotionalTo be able to compare their performance to other people’s. |   |
|  2 |  Throwing and moving  |  PhysicalTo use an underarm throw with control, accuracy and fluency and beginning to link this with other movements.ThinkingTo make appropriate decisions when throwing and catching.Social and EmotionalTo give possible reasons why something did not go well. |   |
|  3 |  Fielding  |  PhysicalTo be able to field accurately.ThinkingTo make appropriate decisions when throwing and catching.Social and EmotionalTo understand the difference between critical thinking and being unkind. |   |
|  4 |  Batting  |  PhysicalTo know how to correctly hold a bat or racket and use the correct stance.ThinkingTo know how to improve their own and other’s technique when striking..Healthy Active LifestylesTo understand how a warm-up is used to prepare the body for exercise. |   |
|  5 |  Striking  |  PhysicalTo strike a ball with controlThinkingTo make appropriate decisions about which bat or racket to use…Healthy Active LifestylesTo 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  |  PhysicalTo strike a ball accurately and then move with speed and accuracy.ThinkingTo decide if there is time to move before the ball gets back.Healthy Active LifestylesTo compare and comment on heart rates when resting and during activity. |   |

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

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

 \*ongoing skill throughout year