

Year 3 PE Coverage

<p><i>'As aspiring athletes, we are physically active so we can lead healthy lives and develop skills in a variety of activities. We compete fairly, both individually and with teams. We aim to win but we can accept defeat graciously.'</i></p>			
Year 3	Autumn Term	Spring Term	Summer Term
	Dance - 'Evolution of Dance' Games	Gymnastics Games (+ TT Spring 1)	Athletics Games (+ TT Summer 2)
National Curriculum	<ul style="list-style-type: none"> perform dances using a range of movement patterns simple movement patterns. compare their performances with previous ones and demonstrate improvement to achieve their personal best. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best. play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending

Year 3 PE Coverage

Subject Focus	In Dance in Year 3, children will:	In Gymnastics in Year 3, children will:	In Athletics in Year 3, children will:
	<p>Talk about the importance of warming up and cooling down for dance.</p> <p>Stimulus - talk about stimuli as a class, explore action words through movement.</p> <p>Choreography - understand and explore unison and canon in small groups, be more aware of other dancers, practise and refine dance phrases, use clear starting and finishing positions, have some knowledge of the social/cultural background of dance</p> <p>Dynamics - understand what dynamics means, create dance phrases using shape, action, dynamics and spatial awareness, understand how to portray characters through movement, improvise alone, with a partner and a small group</p> <p>Compare/improve - practise and refine dance phrases.</p>	<p>Travelling - reinforce finding space and travelling at different levels, tempos and changes of direction on floor.</p> <p>Shape and balance -interlink the 5 body shapes with balances using control, explore different types of balances, introduce inversions.</p> <p>Rolling - explore variety of rolls safely</p> <p>Jumping and landing - develop and explore jumping and landing safely, on floor and apparatus.</p> <p>Composition - understand structure of a sequence and create a solo, transfer skills onto apparatus safely, explore pair sequences, explore technique, perform a sequence with confidence.</p> <p>Fitness and health - understand the importance of warm up and cool down.</p> <p>Develop an understanding of simple exercises designed to improve or maintain fitness levels.</p> <p>Compare/improve - explore their technique, perform a sequence with confidence.</p>	<p>Sprinting - demonstrate good coordination using arms and legs, starting position, lane discipline.</p> <p>Long distance - explore technique when running over a long distance - low arms/legs, pace.</p> <p>Relay - develop baton changeover and improve lane discipline.</p> <p>Jumping - develop jumping technique and coordination, bend legs, swing arms with control.</p> <p>Throwing - develop short/long throwing techniques with control.</p> <p>Competition - compete as an individual and a team in a competition in Athletics</p> <p>Compare/improve - reflect on and improve technique to achieve their personal best.</p>

Year 3 PE Coverage

	<p>In Games in Year 3, children will:</p> <p>Tag Rugby</p> <ul style="list-style-type: none"> - Know where to score a try and how to position the ball to score a try - Make a backward pass to teammates, using the direction most comfortable - Understand how to tag successfully - Move holding a rugby ball with two hands <p>Basketball</p> <ul style="list-style-type: none"> - Make a series of passes to teammates moving towards a scoring area. - Know where space is and try to move into it. - Mark another player and defend when needed. - Understand basic dribbling technique. <p>Netball</p> <ul style="list-style-type: none"> - Make a series of passes to a teammate. - Understand basic netball rules and apply them throughout the session. - Make advance runs into attacking spaces. 	<p>In Games in Year 3, children will:</p> <p>Fitness</p> <ul style="list-style-type: none"> - Know that we exercise to stay healthy. - Know that our muscles work harder during exercise. - Know where the heart is and that it circulates blood around the body. - Understand the link between pulse and heart rate. - Understand why we must prepare the body for exercise to prevent injury. - Practise a range of fitness exercises and circuits. - Improve personal bests. <p>Cricket</p> <ul style="list-style-type: none"> - Use fielding skills to stop the ball. - Learn the role of wicket keeper, bowler and batsmen/batswomen. - Learn the basic batting/striking control, to hit the ball in a desired direction. - Understand the principles of an overarm bowl. 	<p>In Games in Year 3, children will:</p> <p>Tennis</p> <ul style="list-style-type: none"> - Hold the racket correctly. - Begin to strike the ball in different directions. - Return ball to partner with some control - Get into the correct position when returning/striking the ball. - Play forehand and backhand shots - Make faster and more efficient decisions. - Explain the rules of tennis. - Begin to score tennis the correct way during games.

Year 3 PE Coverage

	<ul style="list-style-type: none"> - Be able to recognise when and which player to mark when defending. - To use expansive spaces creating space for attacking play in a netball style game scenario. 	<ul style="list-style-type: none"> - Be able to play 5s cricket. 	
Top Ten / Fab Five	<p>Dance focus</p> <ol style="list-style-type: none"> 1. I can explain how my body feels after dance. 2. I know how different stimuli helps to create movement. 3. I can use different body parts to change a movement. 4. I can link movements with control and accuracy. 5. I can use body actions and travel to create patterns and pathways. 6. I can create a dance phrase showing control, co-ordination and spatial awareness. 7. I can showcase action, gesture and travel clearly. 8. I can link and repeat movements using different dynamics. 9. I show different moods and feelings through movement and dance. 10. I understand the relationship between movement and dance. 	<p>Gymnastics focus</p> <ol style="list-style-type: none"> 1. I show control when using the 5 main body shapes. 2. I can introduce an entrance and exit to my roll. 3. I can work with a partner to create a duet. 4. I can travel creatively as a transition into a space. 5. I can change speeds and levels creatively. 6. I can perform push and pull balances. 7. I can transfer actions, shapes and balances onto large apparatus safely. 8. I can compose a small creative sequence with fluid transitions. 9. I can improve and refine my movements. 10. I understand the elements of an appropriate warm up and cool down. 	<p>Athletics/Games focus</p> <ol style="list-style-type: none"> 1. I show good co-ordination when sprinting 2. I have a good starting position and lane discipline. 3. I run more effectively over long distances. 4. I jump with good control and coordination. 5. I have good short/long throwing techniques. 6. I can compete as an individual and in a team. 7. I can reflect on and improve my techniques. 8. I can hold a racket correctly. 9. I can strike a ball in different directions. 10. I can return a ball with some control.

Year 3 PE Coverage

Unit specific Vocabulary	<p>(Year 2 Dance - breathing, heart rate, body temperature, accuracy, patterns, pathways, co-ordination, spatial awareness, repeat, relationship).</p> <p>Year 3 - Dance action words, unison, canon, refine, positions, social/ cultural backgrounds, portray, improvise</p> <p>(Year 2 Games - agility, pass, receive, strike, rules, equipment, elevation, ladders, hurdles, combinations, find, create, exploit, underarm, gather, collect).</p> <p>Year 3 - Games- Try, score, pass, tag, mark, defend, dribble, attack.</p>	<p>(Year 2 Gymnastics - entrance, exit, duet, creative, fluid, transition, push and pull balances, dismount, compose, refined, solo).</p> <p>Year 3- Gymnastics Tempo, interlink, inversions, pair sequences.</p> <p>Year 3 - Games Muscles, heart rate, circulate, pulse, circuits, fielding, wicket, bowler, batting.</p>	<p>(Year 2 Athletics - technique, direction, height, maximise).</p> <p>Year 3 - Athletics Lane discipline, co-ordination, baton, personal best, reflect.</p> <p>Year 3 - Games Forehand, backhand, racket, net.</p>
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