



Class: Year 3	Topic Title: Physical Education	Key Vocabulary /Skills
<p><b>NC Objectives:</b> The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>▪ develop competence and confidence to excel in a broad range of physical activities</li> <li>▪ are physically active for sustained periods of time</li> <li>▪ engage in competitive sports and activities</li> <li>▪ aim to lead healthy, active lifestyles with an understanding of the importance of physical activity, PE and school sport.</li> </ul> <p><b>Key stage 2</b> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination 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 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns</p>	<p><b><u>ATHLETICS</u></b> Run, throw, jump-master fundamental movement skills To perform the pull throwing action To explore different running techniques To perform the sling throw To develop jumping actions Select an appropriate running technique for distance To perform a push throw</p> <p><b><u>DANCE</u></b> Create movement using a stimulus To explore dance movements and patterns To work with a partner to create dance patterns Show rhythm and expression Precision in movement To work co-operatively Perform in front of others</p> <p><b><u>GAMES</u></b> <b><u>INVASION/TARGET</u></b> <b>e.g Basketball/Netball/Handball/ Tri Golf</b> Send and receive a ball Send a ball and move into space Send and receive in a simple game Use more than one simple tactic Evaluate success</p> <p><b><u>STRIKING &amp; FIELDING e.g Cricket</u></b> To send a ball in a striking and fielding game To receive a ball in a striking and fielding game To evaluate success To strike a ball in a striking and fielding game Use simple tactics in a game</p>	<p>Master fundamental movement skills and start to develop athletic specific skills of running, jumping and throwing, performing them with consistency and accuracy. Running-selecting and applying appropriate pace. Throwing-push, pull and sling Hop, step and jump Combining jumping actions</p> <p>Dance vocabulary-unison, canon, dynamics, rhythm, level, repetition. Perform moves with control &amp; with awareness of rhythmic &amp; dynamics. Working in pairs /in groups/class Perform dance phrases that communicate character &amp; narrative Explore, create group dance sequences using dance actions (jump, turn, travel, gesture and stillness) Talk about &amp; say how they might improve their own and others' work</p> <p>Master fundamental movement skills from KS1 &amp; start to develop sport specific skills perform them in simple games with some accuracy. Learning, choosing and using a range of passes using correct techniques. Applying attacking and defending principles to a game. Throw underarm &amp; overarm Develop simple underarm bowling technique, Strike a ball off a tee with some control. Catch a ball; learn how to work together to field a ball and return it quickly. Play a game using catch, throwing and bowling techniques.</p>



<p>take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Swimming and water safety</b> All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.</p>	<p><b><u>GYMNASTICS</u></b> Develop ways of travelling on hands and feet Improve balance on small and large body parts Create a sequence of travelling and balancing actions To develop more challenging rolls Develop Jump-Shape-Landing Create a sequence of gymnastic actions Recognise and evaluate their own and others success. Perform gym actions using apparatus.</p> <p><b><u>OAA</u></b> To describe how to use simple maps within a lesson. To develop map work and orientation of the school site. To work in collaboration to solve tasks and problems. To warm up and prepare appropriately for different OAA activities. To work in small groups with minimal support from teacher. To describe the short term and beneficial effects of different OAA activities on the body.</p> <p><b><u>SWIMMING will be delivered @ KEY STAGE 2 by WLSP</u></b></p> <p><b><u>Non swimmers &amp; developing swimmers</u></b> Swim between 10-20m unaided in shallow waters, using arms and legs to propel themselves. Use one basic method to swim distance, remembering to breathe. Start by using floats, swim over longer distances with more controlled leg kick. Explore how to move in and under water; recognise how the water affects their temperature &amp; identify and describe the differences between different leg and arm actions.</p> <p><b><u>Developing &amp; competent swimmers</u></b> Swim 50-100m, keep swimming for 45-90 sec+; use three different strokes - swimming on their front &amp; back. Control their breathing and swim confidently &amp; fluently on the surface and under water. Know the dangers of water locally &amp; nationally. Learn how and why to use appropriate survival &amp; self-rescue skills if they fall by accident/get into difficulty/know how to help others.</p>	<p>Travelling, jumping, balancing and rolling showing control, co-ordination &amp; tension. Travel-i.e Feet&amp; hands and feet(control &amp; co-ordination) Balance (showing tension) i.e. small body parts &amp; large parts. Jump-2 foot jump and land. Rolling-basic rolls. Apparatus. Plan &amp; perform linked actions in a sequence on floor including: 6 different skills; rolling, travelling, jumping &amp; balance on small body parts.</p> <p>Simple orienteering activities, working on own &amp; in small groups. Orientate a map, use a control card and navigate around a school course safely Develop communication and teamwork skills</p> <p>Develop water confidence. Learn to keep afloat, move in water. Use swimming aids-moving to swimming without aids. meet challenges, breathe when swimming.</p> <p>Swimming more fluently, improving their swimming strokes and learning personal survival techniques</p>
<p>Possible Community Links</p>	<p>Previous Learning Experiences:</p>	
<p>WLSP, TWF Sports Events - Competitions &amp; SEND festivals, AGT events &amp; experiences &amp; Local Clubs</p>	<p>WLSP Delivery throughout KS1 &amp; KS2</p>	