

# St Anne's C of E Primary School Curriculum Plan

Subject: PE

Year: 3

Term: Autumn 1



Unit: Games – Ball Handling Netball / Basketball



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
<p><b>Shoot</b> – aim ball at a goal and throw</p> <p><b>Bounce pass</b> – passing a ball to another player by bouncing it on the ground</p> <p><b>Improve</b> – get better</p> <p><b>Dribbling</b> – move with the ball making small bounces</p> <p><b>Possession</b> – to have the ball</p> <p><b>Control</b> – to move the ball with a purpose</p> <p><b>Space</b> – not near others</p> <p><b>Pass</b> – give the ball to another player</p> <p><b>Aim</b> – movement intended to throw a ball to a certain place</p> <p><b>Accuracy</b> – how close something can get to a target.</p>	<p>the importance of speed when playing invasion games.</p> <p>how to explain and apply basic attacking and defending points.</p> <p>what they need to practice to improve their performance.</p> <p>how their body feels when exercising and understand the link between heart rate and breathing.</p>	<p>how to move the ball keeping it under control whilst changing direction (Basketball)</p> <p>how to pass, shoot and receive a ball with increasing accuracy, control and success.</p> <p>how to find and use space in game situations and work well as part of a team.</p> <p>how to use a range of tactics to keep possession of the ball; and explain simple tactics in game situations.</p>	<p>pass/send a ball in different ways and speeds.</p> <p>choose the right pass for the situation.</p> <p>demonstrate a correct bounce pass.</p> <p>move with the ball keeping it under control whilst changing direction.</p> <p>work well as part of a team</p> <p>find and use space well to keep possession.</p> <p>participate in games recognising good performances.</p>

# St Anne's C of E Primary School Curriculum Plan

Subject: PE

Year: 3

Term: Autumn 2



Unit: Games – Dance – Solar System



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
<p><b>Fluency</b> – movement that flows and does not have breaks.</p> <p><b>Choreography</b> – a set of movements that are completed in a sequence to make up a dance.</p> <p><b>Expressions</b> – the process of showing feelings through movement</p> <p><b>Represent</b> – to be something else.</p> <p><b>Performance</b> – presenting a dance to others.</p> <p><b>Audience</b> – others watching a performance or dance</p>	<p>Choreography is the set of movements that are completed within a dance sequence.</p> <p>Movement can be fast, slow. Large, small, tall/high and lower to the ground.</p> <p>Movement can involve staying in one place and moving around a space.</p> <p>to describe and evaluate the effectiveness and quality of a dance.</p> <p>what collaboration with others is and suggest ways in which this can be done effectively.</p>	<p>how to create narratives in response to a stimulus.</p> <p>how to show control, accuracy and fluency of movement when performing actions with a partner.</p> <p>how to develop dance phrases using canon, unison, repetition, action and question.</p> <p>how to communicate what they want through their dances and perform with control.</p> <p>how to combine actions and maintain the quality of performance when performing at the same time as a partner.</p>	<p>Show developing fluency when moving.</p> <p>link movement patterns together using fluid movement and give a reason why they have linked certain movements together..</p> <p>collaborate with others by sharing ideas and developing them together.</p> <p>perform at the same time as a partner with increasing accuracy.</p> <p>perform as various characters when moving to music.</p> <p>Begin to communicate feelings through dance.</p>

# St Anne's C of E Primary School Curriculum Plan

Subject: PE


Year: 3

Term: Spring 1

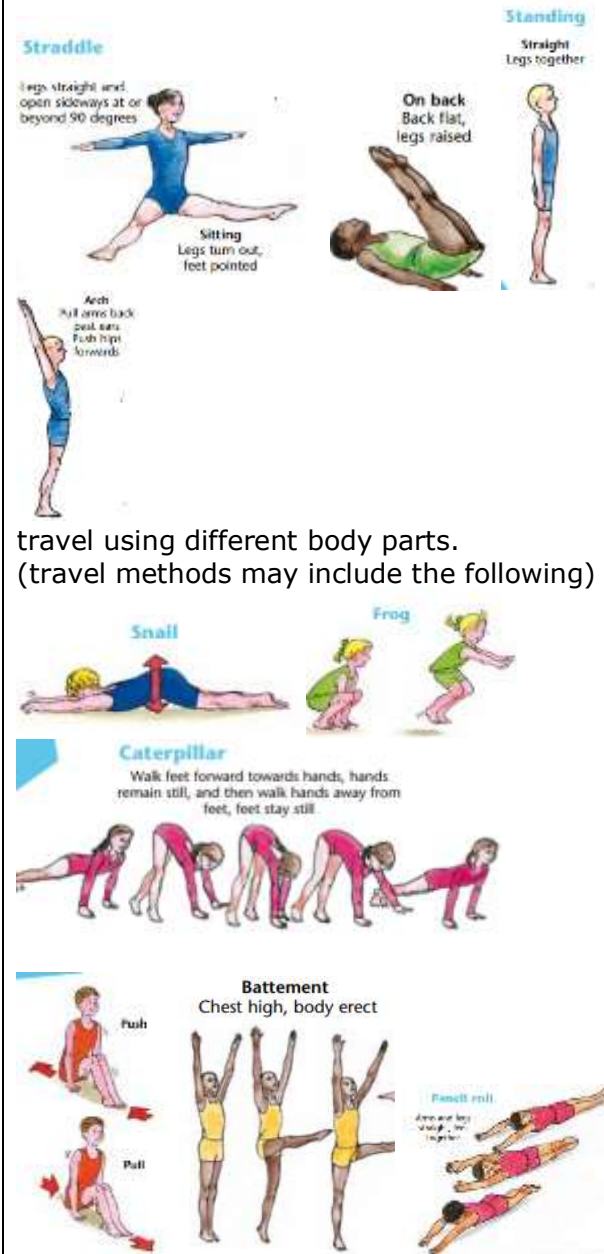


## Unit: Gymnastics – Patterns and Pathways




Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
<p><b>Experiment</b> – to explore by trying different things</p> <p><b>Control</b> – have an influence over, restrain.</p> <p><b>Routine</b> – a series of movement that are performed in a set</p> <p><b>Sequence</b> – a set of related movements that follow each other</p> <p><b>Combine</b> – bring together</p> <p><b>Apparatus</b> – equipment made for a particular task</p> <p><b>Practise</b> – to repeat something with the aim of improving</p>	<p>You can travel using different parts of your body.</p> <p>That when you travel using different parts of your body, you are using different muscles.</p> <p>That different movements require different levels of control.</p> <p>how to evaluate and recognise their own success and areas for improvement, as well as the effectiveness and quality of a performance.</p> <p>how their body feels when exercising.</p> <p>That exercising helps to keep our bodys strong and healthy.</p>	<p>how to perform a range of actions, agilities and skills with consistency, fluency and clarity of movement.</p> <p>how to experiment with a range of actions, varying and combining spatial patterns, speed, tension.</p> <p>how to create gymnastic sequences that include changes of dynamic.</p> <p>how to develop flexibility, strength, control and technique.</p> <p>How to work safely following instructions from an adult with handling different apparatus</p> <p>And recognise changes in the body when exercising and how PE is good for your health.</p>	<p>perform 9 key shapes with their body. (shapes may include the following)</p> 

Quality – done well



travel using different body parts.  
(travel methods may include the following)

			 <p>create and experiment with sequences.</p> <p>create sequences of shapes, balances, rolls and travel.</p> <p>share ideas in a group.</p> <p>recognise own successes.</p>
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# St Anne's C of E Primary School Curriculum Plan

Subject: PE

Year: 3

Term: Spring 2



Unit: Games – Dance – Machines



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
<p><b>Fluency</b> – movement that flows and does not have breaks.</p> <p><b>Choreography</b> – a set of movements that are completed in a sequence to make up a dance.</p> <p><b>Expressions</b> – the process of showing feelings through movement</p> <p><b>Represent</b> – to be something else.</p> <p><b>Performance</b> – presenting a dance to others.</p> <p><b>Audience</b> – others watching a performance or dance</p>	<p>Choreography is the set of movements that are completed within a dance sequence.</p> <p>Movement can be fast, slow. Large, small, tall/high and lower to the ground.</p> <p>Movement can involve staying in one place and moving around a space.</p> <p>to describe and evaluate the effectiveness and quality of a dance.</p> <p>what collaboration with others is and suggest ways in which this can be done effectively.</p>	<p>how to create narratives in response to a stimulus.</p> <p>how to show control, accuracy and fluency of movement when performing actions with a partner.</p> <p>how to develop dance phrases using canon, unison, repetition, action and question.</p> <p>how to communicate what they want through their dances and perform with control.</p> <p>how to combine actions and maintain the quality of performance when performing at the same time as a partner.</p>	<p>perform a short movement phrase and link to the class motif showing contrasting dynamics, shapes, levels and travel</p> <p>link movement patterns together using fluid movement and give a reason why they have linked certain movements together.</p> <p>create and perform movement phrases working in small groups</p> <p>collaborate with others by sharing ideas and developing them together.</p> <p>perform at the same time as a partner with increasing accuracy.</p> <p>perform as various movements with fluidity and control moving to music.</p>

# St Anne's C of E Primary School Curriculum Plan

Subject: PE

Year: 3

Term: Summer 1



Unit: Games – Striking and Fielding



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
<b>Throwing –</b> <b>Batting</b> <b>Fielding</b> <b>Grip</b> <b>Wickets</b> <b>Wicket Keeper</b> <b>Bowler</b> <b>Technique</b> <b>Striking</b> <b>Communication</b>	<p>The basic principles of playing a game of rounders.</p> <p>The basic principles of playing a game of cricket.</p> <p>what they need to practice improving their performance.</p> <p>the link between heart rate and breathing when exercising.</p> <p>suitable warm up activities for upcoming activities.</p>	<p>how to apply and develop a broader range of skills, whilst ensuring basic skills are still met.</p> <p>how to throw a ball to increasing distances, catch a ball and hit a ball.</p> <p>how to intercept and stop the ball consistently.</p> <p>what worked well as a team, employing tactics, particularly when fielding to make it harder for the batter.</p>	<p>throw a ball with increasing accuracy and distance.</p> <p>catch a ball with increasing consistency.</p> <p>successfully hit a ball with a bat.</p> <p>hit a ball with correct technique.</p> <p>choose fielding skills to make it difficult for an opponent.</p> <p>work well as part of a team.</p>

# St Anne's C of E Primary School Curriculum Plan

Subject: PE



Year: 3

Term: Summer 2



Unit: Athletics



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
<p><b>Throwing</b> – send through the air with force</p> <p><b>Push</b> – push throw often used in sling shot. Arm pushes the ball forward.</p> <p><b>Pull</b> – Arm is pulled back to create the force for the throw.</p> <p><b>Sling</b> – usually thrown from one hand, out to the side of the body slightly</p> <p><b>Heave</b> – A two handed throw from over the head.</p> <p><b>Jog</b> – run at a slower pace allowing you to cover more distance</p>	<p>what they do well and what they find difficult, identifying what they need to practice to improve their performance.</p> <p>the pace judgement when running over an increased distance.</p> <p>That muscles in the body need to be warm to help them move better and so that they are not damaged during exercise.</p> <p>how their bodies feel when exercising and understand the link between heart rate and breathing during exercise.</p>	<p>how to apply and develop a broad range of athletic skills in different ways.</p> <p>how to show control, coordination and consistency when running, throwing and jumping.</p> <p>how to choose the appropriate running speed to meet the demand of the task.</p> <p>there is enjoyment when competing with others.</p> <p>The basic principles of waring up before activity and cooling down at the end.</p> <p>That keeping active and doing a range of exercise helps to keep our bodies healthy.</p>	<p>throw a variety of different objects using different throwing techniques. (push, Pull, Sling and Heave)</p>  <p>to jump in different ways that aim for height or distance, with control.</p> 



**Sprint** – run very fast over a short distance

**Leap** – lighter than a jump, often done on the move and with one leg leading.

**Warm up** – Activities that help to get muscles warm and prepares them to be used.

**Cool Down** – activities that help muscles stretch but cool down after exercise

Some food gives us energy and helps us remain active for longer.



run with correct arm techniques and be able to run races against peers.

Be able to run at 2 different speeds.

To understand and follow rules when competing against peers.