









PE Long Term Plan Hadrian Y3



Y3 PE	
National Curriculum Objectives KS2	Key Links
<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">● 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.● 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>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key</p>	<p>Home - Association for Physical Education - Association For Physical Education P.E. (afpe.org.uk) National PE Curriculum - Association for Physical Education - Association For Physical Education P.E. (afpe.org.uk) Google Shared PE Drive - PE - Google Drive Twinkl Move - PE Planning - PE Resources - Primary PE Schemes of Work (twinkl.co.uk) YST - Youth Sport Trust - Youth Sport Trust School Games - Your School Games - Your School Games</p>

<p>stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> 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. 				
Topics		N.C Objectives	Key skills	Key Vocab
Autumn 1	Striking & Fielding: Rounders & Cricket	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To demonstrate successful hitting and striking skills. To develop a range of skills in striking (and fielding where appropriate). To practise the correct batting technique and use it in a game. To strike the ball for distance To throw and catch with greater control and accuracy. To practise the correct technique for catching a ball and use it in a game. To perform a range of catching & gathering skills with control. To catch with increasing control and accuracy. To throw a ball in different ways (e.g. high, low, fast or slow). To develop a safe & effective overarm bowl. 	<ul style="list-style-type: none"> Strike Ball Learn Position Different Speed Pathways Directions Running movement Space Striking Fielding Accuracy technique
Progression	<p>By the end of Year 3 children should be able to complete the following:</p> <ul style="list-style-type: none"> Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). 			

	<ul style="list-style-type: none"> • Practise the correct batting technique and use it in a game. • Strike the ball for distance • Throw and catch with greater control and accuracy. • Practise the correct technique for catching a ball and use it in a game. • Perform a range of catching and gathering skills with control. • Catch with increasing control and accuracy. • Throw a ball in different ways (e.g. high, low, fast or slow). • Develop a safe and effective overarm bowl. 			
<p>Teacher Subject Knowledge</p> 	<p>Primary-PE-model.pdf (afpe.org.uk)</p> <p>National Curriculum - Physical education key stages 1 to 2 (publishing.service.gov.uk)</p> <p>PE Planning - PE Resources - Primary PE Schemes of Work (twinkl.co.uk)</p> <p>Youth Sport Trust - Youth Sport Trust</p>			
<p>Cross Curricular Links</p> 	<p>science - the importance of exercise and eating the right amounts of different foods as well as personal hygiene</p> <p>PSHE - importance of a healthy lifestyle, mental health and wellbeing.</p>			
<p>Autumn 2</p>	<p>Health & Fitness</p>	<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]. 	<ul style="list-style-type: none"> • To recognise and describe the effects of exercise on the body. • To know the importance of strength and flexibility for physical activity. • To explain why it is important to warm up and cool-down. • To perform learnt skills and techniques with control and confidence. • To compete against self and others in a controlled manner. • To watch, describe and evaluate 	<p>Exercise</p> <p>Flexibility</p> <p>Strength</p> <p>Technique</p> <p>Perform</p> <p>Skills</p> <p>Watch</p> <p>Describe</p> <p>Evaluate</p>

			<p>the effectiveness of a performance.</p> <ul style="list-style-type: none"> To describe how their performance has improved over time. 	
<p>Progression</p> 	<p>By the end of Year 3 children should be able to complete the following:</p> <ul style="list-style-type: none"> Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool-down. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. 			
<p>Teacher Subject Knowledge</p> 	<p>Primary-PE-model.pdf (afpe.org.uk)</p> <p>National Curriculum - Physical education key stages 1 to 2 (publishing.service.gov.uk)</p> <p>PE Planning - PE Resources - Primary PE Schemes of Work (twinkl.co.uk)</p> <p>Youth Sport Trust - Youth Sport Trust</p>			
<p>Cross Curricular Links</p> 	<p>Science - the importance of exercise and eating the right amounts of different foods as well as personal hygiene</p> <p>PSHE - importance of a healthy lifestyle, mental health and wellbeing.</p> <p>English - speaking and listening - evaluating performances (self & peer).</p>			
Spring 1	Gymnastics	<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 	<ul style="list-style-type: none"> To choose ideas to compose a movement sequence independently and with others. To link combinations of actions with increasing confidence, including changes of direction, 	<p>Balance</p> <p>Agility</p> <p>Coordination</p> <p>Travel</p> <p>Speed</p> <p>Direction</p>



		<p>demonstrate improvement to achieve their personal best.</p>	<p>speed or level.</p> <ul style="list-style-type: none"> • To develop the quality of their actions, shapes and balances. • To move with coordination, control and care. • To use turns whilst travelling in a variety of ways. • To use a range of jumps in their sequences. • To begin to use equipment to vault. • To create interesting body shapes while holding balances with control and confidence. • To begin to show flexibility in movements. • To develop the quality of the actions in their performances. • To perform learnt skills and techniques with control and confidence. 7 • To compete against self and others in a controlled manner. 	<p>Movement Stretch Jump Equipment Control Shapes Perform</p>
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Progression



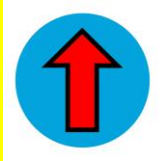
By the end of Year 3 children should be able to complete the following:

- Choose ideas to compose a movement sequence independently and with others.
- Link combinations of actions with increasing confidence, including changes of direction, speed or level.
- Develop the quality of their actions, shapes and balances.
- Move with coordination, control and care.
- Use turns whilst travelling in a variety of ways.
- Use a range of jumps in their sequences.
- Begin to use equipment to vault.
- Create interesting body shapes while holding balances with control and confidence.
- Begin to show flexibility in movements.
- Develop the quality of the actions in their performances.
- Perform learnt skills and techniques with control and confidence. 7
- Compete against self and others in a controlled manner.

<p>Teacher Subject Knowledge</p> 	<p>Primary-PE-model.pdf (afpe.org.uk)</p> <p>National Curriculum - Physical education key stages 1 to 2 (publishing.service.gov.uk)</p> <p>PE Planning - PE Resources - Primary PE Schemes of Work (twinkl.co.uk)</p> <p>Youth Sport Trust - Youth Sport Trust</p>			
<p>Cross Curricular Links</p> 	<p>Science - the importance of exercise and eating the right amounts of different foods as well as personal hygiene</p> <p>PSHE - importance of a healthy lifestyle, mental health and wellbeing.</p> <p>English - speaking and listening - evaluating performances (self & peer).</p>			
<p>Spring 2</p>	<p>Invasion Games: Tag Rugby</p>	<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • To use simple attacking and defending skills in a game. • To use fielding skills to stop a ball from travelling past them • To apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. • To throw and catch with greater control and accuracy. • To practise the correct technique for catching a ball and use it in a game. • To perform a range of catching and gathering skills with control. • To catch with increasing control and accuracy. 	<p>Attacking Defending Running Passing Dribbling Moving Space Movement Throwing Catching possession</p>

			<ul style="list-style-type: none"> ● To throw a ball in different ways (e.g. high, low, fast or slow). ● To move with the ball in a variety of ways with some control. ● To use two different ways of moving with a ball in a game. ● To pass the ball in two different ways in a game situation with some success. ● To know how to keep and win back possession of the ball in a team game. ● To find a useful space and get into it to support teammates. 	
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Progression








By the end of Year 3 children should be able to complete the following:




- Use simple attacking and defending skills in a game.
- Use fielding skills to stop a ball from travelling past them
- Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games.
- Throw and catch with greater control and accuracy.
- Practise the correct technique for catching a ball and use it in a game.
- Perform a range of catching and gathering skills with control.
- Catch with increasing control and accuracy.
- Throw a ball in different ways (e.g. high, low, fast or slow).
- Move with the ball in a variety of ways with some control.
- Use two different ways of moving with a ball in a game.
- Pass the ball in two different ways in a game situation with some success.
- Know how to keep and win back possession of the ball in a team game.
- Find a useful space and get into it to support teammates

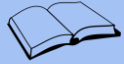
Teacher Subject Knowledge

[Primary-PE-model.pdf \(afpe.org.uk\)](http://afpe.org.uk)

	<p>National Curriculum - Physical education key stages 1 to 2 (publishing.service.gov.uk)</p> <p>PE Planning - PE Resources - Primary PE Schemes of Work (twinkl.co.uk)</p> <p>Youth Sport Trust - Youth Sport Trust</p>			
<p>Cross Curricular Links</p> 	<p>science - the importance of exercise and eating the right amounts of different foods as well as personal hygiene</p> <p>PSHE - importance of a healthy lifestyle, mental health and wellbeing.</p>			
<p>Summer 1</p>	<p>Dance</p>	<ul style="list-style-type: none"> • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • To begin to improvise with a partner to create a simple dance. • To create motifs from different stimuli. • To begin to compare and adapt movements and motifs to create a larger sequence. • To use simple dance vocabulary to compare and improve work. • To perform with some awareness of rhythm and expression. • To develop the quality of the actions in their performances. • To perform learnt skills and techniques with control and confidence. • To compete against self and others in a controlled manner. • To watch, describe and evaluate the effectiveness of a 	<p>Dance Perform Sequence</p> <p>Unison</p> <p>Canon</p> <p>Mirroring</p> <p>Improvise</p> <p>Range</p> <p>Actions</p> <p>Control</p> <p>Music</p> <p>Counting</p> <p>Rhythm</p> <p>expression</p>

			performance. .	
<p>Progression</p> 	<p>By the end of Year 3 children should be able to complete the following:</p> <ul style="list-style-type: none"> • Begin to improvise with a partner to create a simple dance. • Create motifs from different stimuli. • Begin to compare and adapt movements and motifs 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 their performances. • Perform learnt skills and techniques with control and confidence. • Compete against self and others in a controlled manner. • Watch, describe and evaluate the effectiveness of a performance. • Describe how their performance has improved over time. 			
<p>Teacher Subject Knowledge</p> 	<p>Primary-PE-model.pdf (afpe.org.uk)</p> <p>National Curriculum - Physical education key stages 1 to 2 (publishing.service.gov.uk)</p> <p>PE Planning - PE Resources - Primary PE Schemes of Work (twinkl.co.uk)</p> <p>Youth Sport Trust - Youth Sport Trust</p>			
<p>Cross Curricular Links</p> 	<p>science - the importance of exercise and eating the right amounts of different foods as well as personal hygiene</p> <p>PSHE - importance of a healthy lifestyle, mental health and wellbeing.</p> <p>Maths - basic counting when performing dance routines/performances.</p> <p>English - speaking and listening - evaluating performances (self & peer).</p>			
<p>Summer 2</p>	<p>OAA (Outdoor Adventure)</p>	<ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team. 	<ul style="list-style-type: none"> • To orientate themselves with increasing confidence and accuracy around a short trail • To identify and use effective 	<p>Orientate Confidence Symbol Key</p>

		<ul style="list-style-type: none"> • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>communication to begin to work as a team.</p> <ul style="list-style-type: none"> • To identify symbols using a key • To begin to choose equipment that is appropriate for an activity • To communicate with others • To begin to complete activities in a set period of time. • To watch, describe and evaluate the effectiveness of performances. 	<p>Equipment Communicate Teamwork Locate</p>
<p>Progression</p> 	<p>By the end of Year 3 children should be able to complete the following:</p> <ul style="list-style-type: none"> • Orientate themselves with increasing confidence and accuracy around a short trail • Identify and use effective communication to begin to work as a team. • Identify symbols using a key • Begin to choose equipment that is appropriate for an activity • Communicate with others • Begin to complete activities in a set period of time 			
<p>Teacher Subject Knowledge</p> 	<p>Primary-PE-model.pdf (afpe.org.uk)</p> <p>National Curriculum - Physical education key stages 1 to 2 (publishing.service.gov.uk)</p> <p>PE Planning - PE Resources - Primary PE Schemes of Work (twinkl.co.uk)</p> <p>Youth Sport Trust - Youth Sport Trust</p>			
<p>Cross Curricular Links</p> 	<p>Science - the importance of exercise and eating the right amounts of different foods as well as personal hygiene</p> <p>PSHE - importance of a healthy lifestyle, mental health and wellbeing.</p> <p>Geography - the environment and map reading.</p>			



Key texts

AFPE - **'Safe Practice: in Physical Education, School Sport and Physical Activity'**

Giraffes can't dance by Giles Andreae – **Building Confidence - Year 3/4**

Body Warriors – The Immune System by Lisa Trumbauer – **Healthy Bodies - Year 3/4**