


PE - Year 3 Gymnastics

Gymnastics



What should I already know?

You will be able to show coordination when traveling and show consistency when repeating these moves.

You will be able to show contrasts in shape, with coordination, control and variety.

You will be able to describe what your body feels like during exercise.

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Key vocabulary	
Routine	A set of sequences followed during a performance
Sequence	A particular order of 'moves' to follow
Level	Above or below a point
Speed	How quick something moves
Direction	Change the direction of travel
Adaptation	Changing something .

Personal development	
Warm up	Prepare the body and mind for physical activity
Respect	A feeling respect for others
Fair play	Show respect for the rules and equal treatment of others and equipment.


Overview	
Practise	Work on putting movements into a sequence.
	Change levels and direction
	Perform actions with consistency
Application	Perform a sequence with accuracy
	Adapt a routine to ensure your partner is able to perform
	Use multiple changes in speed
	Use multiple changes in level
Evaluation	Adapt a sequence to suit different types of apparatus.
	Adapt a sequence to suit your partners abilities.
	With help explain how performances could be improved.
	Comment on similarities and differences between performances.
Health and fitness	Explain how health and fitness affects performance. Name some muscles that are used in gymnastics.

Core task:

To create and perform a gymnastics routine, considering the following aspects:


- 3 jumps and 2 balances showing contrasting shapes.
- Use floor and mats, create and perform a sequence that includes change of speed, and 3 ways of travelling.

Connecting concepts	
Movement	During a routine of several movements, use travel (jumps, steps, rolls) and balances (4 and 3 point) effectively and with control.



PE - Year 3 Dance

**Modern/
street**



What should I already know?
I will be able to perform basic body actions
I will be able to show a bit of rhythm and I am starting to choose my own movements.
I can choose some moves that express a feeling.

Overview	
Practise	Being to make up my own moves
	Think about dance moves that create feelings
	Work with a partner or small group
Application	Perform using dynamic, rhythmic and expressive qualities.
	Perform with clear control
Evaluation	Suggest improvements to own work
	Suggest improvements to others performances.
Health and fitness	Understand importance of warming up.


Key vocabulary	
Emotion	A feeling from circumstances, mood or relationships.
Performance	Presenting a piece of entertainment
Coordination	The organisation of different elements or body parts.
Expression	Making known one's feelings or feelings.
Rhythm	A regular repeat of a movement or sound
Motif	A repeated design, shape or pattern

Core task:

Perform a short dance, including:

- Movements that express ideas and feelings including moves such as swirl, pull, push, cog, pistons, circling.
- Changes in speed, direction and level
- Working with a partner or small group
- Perform with control and co-ordination

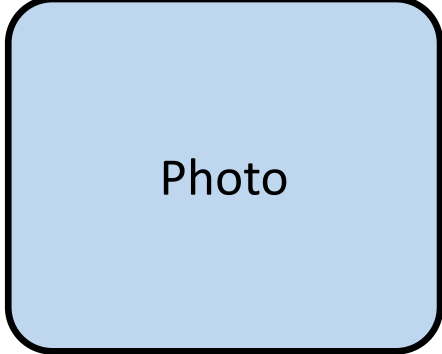
Personal development	
Leadership	To lead others or a group
Respect	A feeling of admiration for someone else
Physical	Agility, performance, strength and stamina

Connecting concepts	
Teamwork 	Work with a small group when performing a short dance routine which includes movements which have been agreed by the group.

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PE - Year 3 Games

Invasion Games



What should I already know?

You will have experiences a throwing and catching

You will have be aware of how to use 'space'

You will have experience of attacking as a team and scoring goals.

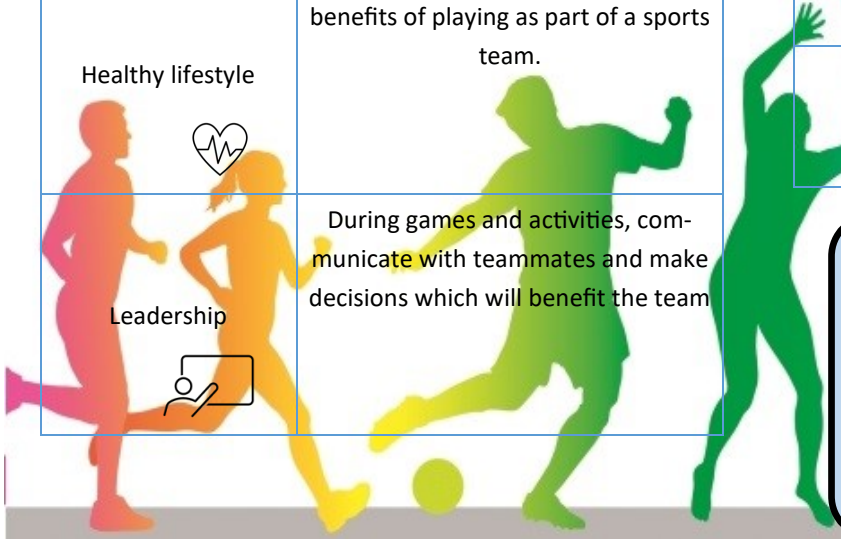
Overview	
Practise	Dribble, shoot, and control
	Keeping the ball under 'control' when mov-
Application	Use the skills practised to move the ball with
	Transfer skills across game scenarios and sports
	Mark opponents and help defend your goal
	Carry out warm up activities.
Evaluation	Pick out things that could be improved in performances
	Suggest ideas and practises to make them better.
	Focus on improving the techniques.
Health and fitness	Know why warming up is important.
	Understand principles of warming up.
	Choose appropriate warm up activities for the games you will be playing.

Key vocabulary	
Opposition	An opposing team.
Possession	Maintain control of the ball, and avoid giving the ball to an opposition team
Dribble	Take the ball forward with slight touches.
Tactics	A planned out strategy to overcome an opponent
Defend	Defend your own goal.
Attack	Go towards opponents goal

Personal development	
Agility	Ability to move quickly and easily
Communication	Share ideas verbally and non-verbally with a teammate
Fair play	Show respect for the rules and equal treatment of others

Connecting concepts	
<p>Healthy lifestyle</p>	Understand the physical and mental benefits of playing as part of a sports team.
<p>Leadership</p>	During games and activities, communicate with teammates and make decisions which will benefit the team

- Core skills which are essential for all 'games' that you will take part in:
1. Play a game 5 against 3 or 4.
 2. Score goals to win the game
 3. Use skills to attack and defend with purpose.
 4. Use communication to work as a team



PE - Year 3 Athletics

**Athletics—
Personal Best**



What should I already know?
You will be able to run fast, slow and change directions.
You will be able to link running and jumping.
You will be able to demonstrate the difference between sprinting and running.
You will be able to throw with some accuracy.


Overview	
Practise	The speed of running and how far you can go at this pace. Jumping and landing
Application	Organise an athletics event well
Evaluation	Identify good athletic performance and explain why it is good. Use an agreed criteria.
Health and fitness	Understand how stamina and power help people to perform well in different athletic activities.

Key vocabulary	
Stamina	The ability to sustain something for a prolonged period of time.
Discus	The discus is a heavy disk shape objected thrown in athletics field events.
Standing jump	Jump from the standing position and landing in a controlled manner.
Track & Field	Track and field is a sport which includes athletic contests established on the skills of running, jumping, and throwing. The name is derived from where the sport takes place, a running track and a grass field for the throwing and some of the jumping events.

Core Task :

- Measure how far you can run in 5 seconds, 30 seconds, 2 minutes.
- Measure how far you can jump using standing and running jumps
- Measure how far you can throw for height and length.


Personal development	
Challenge	Make appropriate choices to improve running stamina, throwing accuracy and jumping distance

Connecting concepts	
Personal Development 	Challenge yourself to beat a previous best record that you have achieved. This could be the time in which you run over a set distance or how far you can throw a javelin. Use taught knowledge to practise the skills to improve.

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PE - Year 3 Swimming

Stroke Development

(Front Back  crawl & Stroke)

What should I already know?
I can enter the pool safely
I can perform a star float
I can travel through the water in different ways, including using floats.


Overview	
Practise	Push and glide
	Enter water safely
Application	Attempt breaststroke—may use a woggle
Evaluation	Understand the technique of the stroke being used and what I can do to make it better.
Health and fitness	Remain safe in the water at all times and be able to be rescued safely.

Key vocabulary	
Front Crawl	
Back stroke	
Sculling	Using your hands at the side of your body as an 'oar' to propel yourself through the water.
Dolphin Kicks	During the butterfly stroke, the legs move up and down together, with the knees bent on the upward motion.
Jump entry	On entry to the pool, jump and keep the legs straight on entering the water.
Star float	Float on the front or back with arms and legs stretched out in a star shape—hold for 3 seconds.
Breast Stroke legs	Penguin feet, bend knees and extend legs out wide, kick and snap.

Key outcomes:

1. Answer 2 water safety questions
2. Enter the water with a step or jump entry, turn around and swim back to poolside
3. Push and glide into either front crawl or breaststroke for 5 metres
4. Push and glide into back crawl, and swim for 5 metres
5. Perform a star float on the front or back, and hold for 3 seconds
6. Perform dolphin leg kick on the front or back for 2 metres
7. Scull head first, using a woggle
8. Attempt breaststroke - may use a woggle for support
9. Tread water for 10 seconds

Swim forward for 2 metres and then roll onto back, swim on the back for 2 metres and roll into a standing position (regaining feet).

Connecting concepts	
Movement 	Begin to move through the water with more confidence and fluency. Build stamina and strength in front crawl and back stroke.