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| **PE****Year 3** |
| **Term 1.1****Boccia/Problem Solving- challenging collaboration** |
| Vocabulary | Knowledge | Objectives |
| JackRampEndThrowing RollingAiming  | Pupils will be able to send the ball accurately and start to vary the speed and power they apply, based on the position of the ‘Jack’. Pupils will understand why we must send the ball accurately and why we need to vary the speed and power we apply. Pupils will utilise life skills such as fairness and collaboration as they work effectively with each other and keep score.Pupils will use life skills such as self motivation and self discipline as they continue to try and improve their own performance. | 1. I can explore how we send the ball towards a target.
2. I can develop sending the ball and to begin to understand why it is so important that we are accurate
3. I can consolidate how to send the ball, whilst developing our understanding of why we need to be accurate when sending the ball.
4. I can  continue to apply my understanding of why we need to be accurate when sending the ball through a variety of different challenges.
5. I can understand the scoring system used in Boccia.
6. I can play in a level 1 competition
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|  | Pupils will work within a team to complete the different problem solving challenges successfully.Pupils will apply an understanding of what makes an effective team and understand how important their role is within the teamPupils will develop life skills such as respect and communication as they collaborate with their team members to successfully complete the challenges.Pupils will develop their ability to remain positive and try their best in every challenge. They will begin to show leadership attributes. | 1. I can look at what makes an effective team with the focus on cooperation and responsibility.
2. I can look at what makes an effective team with the focus on communication.
3. I can look at what makes an effective team with the focus on collaboration and communication.

4, 5, 6. I can look at what makes an effective team with the focus on collaboration and communication.  |
| **Term 1.2****Dodgeball/Gymnastics- cannon and unison** |
| Vocabulary | Knowledge | Objectives |
| AttackerDefenderPossessionDodgeThrowingCatching  | Pupils will develop their dodging, throwing and catching skills to outwit their opponents and win the game.Pupils will apply an understanding of where, when and why we dodge, throw and catch, in order to beat an opponent. Pupils will develop life skills such as respect and cooperation as they collaborate with others including their opponents. Pupils will apply their skills with developing confidence as they grow in their ability to show integrity and take responsibility leading others. | 1. I can develop my understanding and application of when, where and why we need to dodge during a game.
2. I can use throwing techniques used in dodgeball.
3. I can understand why it is important to catch the ball during a game of dodgeball.
4. I can understand the consequences if I am hit during the game and how this will impact on my team.
5. I can link together dodging and throwing.
6. I can apply my throwing, catching and dodging skills combining these with my understanding of team work to try and win the game.
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| Excellent gymnasticsExtensionSequenceApparatusUnisonCanon  | Pupils will execute ‘excellent’ movements in both canon and unison. Pupils will be able to link these movements together forming sequences.Pupils will develop life skills such as evaluation as they create their sequences in pairs/groups, making any adaptations when necessary.Pupils will collaborate showing cooperation skills with their partners/groups as they work together to create their sequences and share apparatus with others. Pupils will develop their resilience and ability to remain self-motivated as they strive to improve their sequences even when they find it hard. | 1, 2. I can apply 'excellent gymnastics' when exploring movements and balances in unison.3,4. I can develop my 'Unison Sequences' on the apparatus.5. I can develop my sequences further by combining canon and unison in small groups.6. I can complete and perform my sequences in groups. |
| **Term 2.1****Health and Wellbeing- mindfulness/Gymnastics- bridges (Y4)** |
| Vocabulary | Knowledge  | Objectives |
| EmotionsRelaxedBalancedRelaxation techniques Meditative balances Deep breathing  | Pupils will develop their ability to use and apply different relaxation techniques. Pupils will be able to execute a variety of meditative balances correctly. Pupils will understand what relaxation means as well as understanding why meditative balances can benefit the mind and body.Pupils will effectively apply life skills such as cooperation as they collaborate with others and support each other to develop their mindfulness techniques.Pupils will develop their ability to stay focused when using various mindfulness techniques as they strive to improve their performances showing integrity | 1. I can consider how we feel in our minds and in our bodies, when we experience various emotions.
2. I can consider how we feel in our minds and bodies when we are busy and energetic, and in contrast when we are calm and still.
3. I can learn how to hold and perform various meditative balances.
4. I can continue learning various meditative balances to help us feel more relaxed in our minds and bodies.
5. I can use a prop to aid balance and focus when performing each balance
6. I can communicate non-verbally with a partner using an imaginary prop.
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| FlowLevelsBridgeInterestingControl Extension  | Pupils will execute ‘excellent’ balances and movements within the ‘bridges’ theme. Applying flow, pupils will link these movements and balances together. Pupils will apply life skills such as resourcefulness and evaluation as they create their sequences in pairs, making adaptations when necessary.Pupils will collaborate applying cooperation skills with their partner as they work together to create their sequences and suggest ways to improve. Pupils will develop their resilience and ability to remain self motivated as they strive to improve their sequences even when they find it hard. | 1. I can explore movements and balances creating bridges.
2. I can re-create bridge balances on apparatus, looking at how we can begin to move out of them, forming the start of a sequence.
3. I can move over and under individual bridges on apparatus. These ideas will be used for sequences.
4. I can apply an understanding of excellent gymnastics by starting to developing a sequence, using pair and individual bridges.
5. I can  complete my sequences.
6. I can  perform completed sequences.
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| **Term 2.2****Dance/Athletics** |
| Vocabulary  | Knowledge  | Objectives  |
| Excellent dancersExpressionCreativity EmotionMotifInterconnecting | Pupils will ensure that their movements are big and clear, they will perform with expression and emotion as they tell a story.Pupils will understand what makes an ‘excellent dancer’. Pupils will apply creativity as they try a range of movement optionsPupils can apply life skills such as cooperation and encouragement as they work successfully with their partner/group to execute their sequences.Pupils will strive to ensure their sequences are performed precisely and accurately showing self motivation to want to improve. | 1. I can respond to different stimuli being able to sustain our character whilst adding drama and emotion to the dance.
2. I can  use my creative skills to create short sequences of movements
3. I can explore creating motifs and sequences with a partner movements.
4. I can extend my motifs and sequences with a partner as I incorporate interconnecting movements.
5. I can explore the different types of movements and expression necessary to create a 'bad character.'
6. I can bring the story to a conclusion
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| Change overRelayAccuracyDistanceAccelerationspeed | Pupils will develop their ability to run and jump as fast/far as possible with the correct techniques and throw for distance exploring the most effective technique. Pupils will apply an understanding of how to use the correct technique for running fast, jumping far and throwing for distance and why it is so important.Pupils will develop life skills such as cooperation and encouragement as they collaborate with others and support each other to develop their techniques.Pupils will apply their skills with developing confidence as they grow in their ability to show integrity and determination. | 1. I can explore how we can use our bodies to make us run as fast as possible.
2. I can continue to learn and apply the correct sprinting technique.
3. I can apply my understanding and application of running for speed, into running as part of a team.
4. I can continue to apply my understanding of running for speed into running as part of a team.
5. I can explore pacing and running for distance.
6. continue to explore pacing and running for distance.
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| **Term 3.1****Athletics/Cricket** |
| Vocabulary  | Knowledge  | Objectives  |
| Stride patternPowerPaceDistanceSpeedTactics  | Pupils will be able to apply the correct technique for sprinting. They will explore pacing and the correct technique for triple jump and javelin.Pupils will apply a developing understanding of the correct technique for running fast vs pacing, triple jump, javelin and why the correct technique is importantPupils will develop life skills such as communication and encouragement as they collaborate with others and support each other to improve and developPupils will continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding. | 1. I can explore the differences between throwing for accuracy and throwing for distance.
2. I can throw a primary school javelin and how they can use my body to throw with greater distance.
3. I can throw a primary school shot put and how they can use my body to throw with greater distance.
4. I can throw a primary school discus and how they can use my body to throw with greater distance.
5. I can explore how we can use our bodies to jump as far as possible in one jump.
6. I can explore how we can use our bodies to jump as far as possible, using a combination of jumps, in particular hop, skip and jump
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| OutFielderBattingStrikeOutwitCatching/throwing | Pupils will develop their throwing, catching and batting skills to outwit their opponents and win the game.Pupils will demonstrate a growing understanding of the difference between attack and defence (batting and fielding).Pupils will develop life skills such as respect and cooperation as they collaborate with others including their opponents.Pupils will apply their skills with developing confidence as they grow in their ability to show self motivation and determination. | 1. I can understand the objective of each team; batting and fielding.
2. I can develop an understanding of how, when and why to throw a ball overarm with power and distance.
3. I can develop an understanding of how to throw a ball accurately underarm.
4. I can catch.
5. I can develop an understanding of how to outwit the fielding team by varying the speed and direction they strike the ball.
6. I can play in mini games
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| **Term 3.2****Rounders/Swimming** |
| Vocabulary  | Knowledge  | Objectives  |
| The long barrierRounderBase/postsThrowingFielderBatting  | Pupils will develop their ability to keep the batter's score as low as possible by applying accurate throwing, catching and retrieving skills Pupils will apply an understanding of the concept of batting and fielding, utilising the correct fielding skills in order to stop the batters. Pupils will develop life skills such as respect and cooperation as they collaborate effectively with others including their opponents. Pupils will apply their skills with developing confidence as they grow in their ability to show self motivation and determination. | 1. I can develop an understanding of the purpose of each team.
2. I can develop an understanding of how to throw a ball accurately, with power over distance and understand its purpose in a game of rounders.
3. I can play mini games where fielders apply the use of both the overarm and underarm throw in order to keep a batter's score as low as possible.
4. I can learn when, where and to use a long barrier
5. I can apply the long, barrier in a game situation to keep the batters score as low as possible.
6. I can play in a small game
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| Float Submerge Rotate Stroke Glide Streamline   | Pupils can swim a continuous swim of more than 25 metres without touching the side of the pool or the pool floor without the use of swimming aids. Whenever possible, at least part of the swim should be completed in deep water, defined as greater than shoulder depth. This is because ‘competence’ and ‘proficiency’ can’t be assured if the swim takes place in shallow water only. The stroke, or strokes, are as strong at the end of the swim as at the start, and that the swim is completed without undue stress. The stroke or strokes are recognisable to an informed onlooker. Pupils should be able to use a range of strokes and make choices about the strokes they use to achieve different outcomes and be certain of success. | 1. I can enter and exit the water safely
2. I can float with and without submerging my face
3. I can push and glide in a streamline position
4. I can breathe effectively
5. I can move effectively use a simultaneous stroke such as front or back crawl
6. I can explain how to stay safe near water
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