

## Year 3 - Progression of Knowledge and Skills- PE

| Term                                                                                                                                                                                                                                                                  | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p style="text-align: center;"><b>Autumn 1</b></p> <p style="text-align: center;"><b>Topic: Invasion Games</b><br/>(netball, football, benchball)</p> <p style="text-align: center;">Motor Competence<br/>Rules, Strategies and Tactics<br/>Healthy Participation</p> | <p><b>Sending &amp; receiving:</b> know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</p> <p><b>Dribbling:</b> know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.</p> <p><b>Space:</b> know that by spreading out as a team we move the defenders away from each other.</p> <p><b>Attacking and defending:</b> know my role as an attacker and defender.</p> <p><b>Tactics:</b> know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession.</p> <p><b>Rules:</b> know the rules of the game and begin to apply them.</p> | <p><b>Sending &amp; receiving:</b> explore s&amp;r abiding by the rules of the game.</p> <p><b>Dribbling:</b> explore dribbling the ball abiding by the rules of the game under some pressure.</p> <p><b>Space:</b> develop using space as a team.</p> <p><b>Attacking:</b> develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p> <p><b>Defending:</b> develop tracking opponents to limit their scoring opportunities.</p> <p><b>Health and fitness:</b> 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.</p> |

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| <p style="text-align: center;"><b>Autumn 2</b></p> <p style="text-align: center;"><b>Topic: Gymnastics</b></p> <p style="text-align: center;">Motor Competence<br/>Rules, Strategies and<br/>Tactics<br/>Healthy Participation</p> | <p><b>Shapes:</b> understand how to use body tension to make my shapes look better.</p> <p><b>Balances:</b> understand that I can make my balances look interesting by using different levels.</p> <p><b>Rolls:</b> understand the safety considerations when performing more difficult rolls.</p> <p><b>Jumps:</b> understand that I can change the take off and shape of my jumps to make them look interesting. Know a range and names of different jumps</p> <p><b>Strategy:</b> know that if I use different levels it will help to make my sequence look interesting.</p> | <ul style="list-style-type: none"> <li>• <b>Shapes:</b> explore matching and contrasting shapes.</li> <li>• <b>Balances:</b> explore point and patch balances and transition smoothly into and out of them.</li> <li>• <b>Rolls:</b> develop the straight, barrel, and forward roll. Jumps: develop stepping into shape jumps with control. Crouched forward roll Forward roll from standing Tucked backward roll</li> <li>• <b>Jumps:</b> Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap</li> <li>• <b>Sequencing:</b> 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.</li> <li>• <b>Health and fitness:</b> 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.</li> </ul> |

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| <p style="text-align: center;"><b>Spring 1</b></p> <p style="text-align: center;"><b>Topic: Dance</b></p> <p style="text-align: center;">Motor Competence<br/>Rules, Strategies and<br/>Tactics<br/>Healthy Participation</p> | <p><b>Actions:</b> understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.</p> <p><b>Dynamics:</b> understand that all actions can be performed differently to help to show effect.</p> <p><b>Space:</b> understand that I can use space to help my dance to flow.</p> <p><b>Relationships:</b> understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.</p> <p><b>Performance:</b> understand that I can use timing techniques such as canon and unison to create effect.</p> <p><b>Strategy:</b> know that if I show sensitivity to the music, my performance will look more complete.</p> | <p><b>Actions:</b> create actions in response to a stimulus individually and in groups. Begin to improvise with a partner to create a simple dance.</p> <p><b>Dynamics:</b> use dynamics effectively to express an idea. Create motifs from different stimuli.</p> <p><b>Space:</b> use direction to transition between formations.</p> <p><b>Relationships:</b> develop an understanding of formations.</p> <p><b>Performance:</b> perform short, self choreographed phrases showing an awareness of timing. Use simple dance vocabulary to compare and improve work.</p> <p><b>Health and Fitness:</b> 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.</p> |



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| <p style="text-align: center;"><b>Spring 2</b></p> <p style="text-align: center;"><b>Topic: Games Net and Wall Volleyball, Badminton, Tennis</b></p> <p style="text-align: center;"><b>Motor Competence</b><br/> <b>Rules, Strategies and Tactics</b><br/> <b>Healthy Participation</b></p> | <p><b>Shots:</b> know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately.</p> <p><b>Rallying:</b> know that hitting towards my partner will help them to return the ball easier and keep the rally going.</p> <p><b>Footwork:</b> know that moving to the middle of my court will enable me to cover the most space.</p> <p><b>Tactics:</b> know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.</p> <p><b>Rules:</b> know the rules of the game and begin to apply them.</p> | <p><b>Shots:</b> explore returning a ball using shots such as the forehand and backhand.</p> <p><b>Rallying:</b> explore rallying using a forehand.</p> <p><b>Footwork:</b> consistently use and return to the ready position in between shots.</p> <p><b>Health and Fitness:</b> 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.</p> |



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| <p style="text-align: center;"><b>Summer 1</b></p> <p><b>Topic: Athletics</b></p> <p>Motor Competence<br/>Rules, Strategies and Tactics<br/>Healthy Participation</p> | <p><b>Running:</b> understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.</p> <p><b>Jumping:</b> know that if I jump and land in quick succession, the momentum will help me to jump further.</p> <p><b>Throwing:</b> understand that the speed of the movement helps to create power.</p> <p><b>Rules:</b> know the rules of the event and begin to apply them.</p> <p><b>Compete/Perform:</b> Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p> <p><b>Strength:</b> know that when completing strength activities they need to be performed slowly and with control to help me to stay safe.</p> <p><b>Stamina:</b> understand that I need to pace myself when running further or for a long period of time.</p> | <p><b>Running:</b> develop the sprinting technique and apply it to relay events. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles.</p> <p><b>Jumping:</b> Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.</p> <p><b>Throwing:</b> Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.</p> <p><b>Health and fitness:</b> 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.</p> |

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| <p style="text-align: center;"><b>Summer 2</b></p> <p style="text-align: center;"><b>Topic:</b><br/>Striking and fielding<br/>Cricket and Rounders<br/>Outdoor Adventure</p> <p style="text-align: center;">Motor Competence<br/>Rules, Strategies and<br/>Tactics<br/>Healthy Participation</p> | <p><b>Striking:</b> know that striking to space away from fielders will help me to score.</p> <p><b>Fielding:</b> know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball.</p> <p><b>Throwing:</b> know that overarm throwing is used for long distances and underarm throwing for shorter distances.</p> <p><b>Catching:</b> know to move my feet to the ball.</p> <p><b>Tactics:</b> know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space.</p> <p><b>Rules:</b> know the rules of the game and begin to apply them.</p> <p><b>Problem solving:</b> know that trying ideas before deciding on a solution will help us to come up with the best idea.</p> <p><b>Navigational skills:</b> know to hold the map so that the items on the map match up to the items that have been placed out.</p> <p><b>Communication:</b> know to take turns when giving ideas and not to interrupt each other.</p> <p><b>Reflection:</b> reflect on when and why I am successful at solving challenges.</p> <p><b>Rules:</b> know that using the rules honestly will help to keep myself and others safe</p> | <p><b>Striking:</b> begin to strike a bowled ball after a bounce with different equipment.</p> <p><b>Fielding:</b> explore bowling to a target and fielding skills to include a two-handed pick up.</p> <p><b>Throwing:</b> use overarm and underarm throwing in game situations.</p> <p><b>Catching:</b> catch with some consistency in game situations.</p> <p><b>Health and fitness:</b> 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.</p> <p><b>Problem solving:</b> discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task.</p> <p><b>Navigational skills:</b> identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail.</p> <p><b>Communication:</b> follow and give instructions and accept other peoples' ideas.</p> |