



Year Three

# National Curriculum Targets

Physical education – key stages 1 and 2

## Subject content

### Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

### Key stage 2

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.

Pupils should be taught to:

- 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.

Key Stage one and Two national Curriculum Targets can be found at: [National Curriculum - Physical education key stages 1 to 2 \(publishing.service.gov.uk\)](https://www.gov.uk/national-curriculum/physical-education/key-stages-1-to-2)

# Think

Think	Rules/Scoring	Understanding Movement and Skill	Effects of Exercise on the body	Healthy Eating	Muscles and Bones	Understanding Tactics
<b>Learning outcome DO</b>	Can assist with enforcing rules for an activity	Can describe the ABC's relating to sporting movements	Can describe what happens to our heart rate when exercising	Can identify that different foods affect us in different ways	Can identify the name of a muscle/bone in the body (e.g rather than legs+ quadriceps)	Can identify what a tactic is
<b>Teaching Point</b>	Can demonstrate a good understanding of the rules	Can identify what sport you may need good balance for	Can identify that your heart should get faster when exercising	Can name the food category that will give you long lasting energy	Can name a muscle and show where it is located in your body	Can explain why you would need to use tactics in a game
<b>Teaching Point</b>	Can demonstrate confidence when enforcing the rules	Can identify what sport you may need good agility for	Can identify that the heart beats faster to help pump blood around the body	Can name a food group that will give you quick energy	Can name a bone and show where it is located In your body	Can give an example of a tactic in relation to a game
<b>Teaching Point</b>	Can be fair to all children when enforcing the rules	Can identify what sport you may need good co-ordination for	Can identify that the harder you work the faster your heart will beat	Can name the food group that will help make your muscles stronger	Can name a paired bone and muscle	Can identify if they have ever used a tactic in a game/activity before

# Feel

Feel	Winning and Losing	Respect	Feel Good!	Sportsmanship	Being active	Leadership
<b>Learning outcome DO</b>	Can adopt a positive attitude to winning	Can show care towards equipment being used in an activity	Can show behaviour that helps to make activities fun	Can encourage other children during an activity	Can identify the dangers of being inactive	Can confidently lead the scoring of an activity
<b>Teaching Point</b>	Can demonstrate good compassion to those who don't win	Can demonstrate that they can be sensible when handling equipment	Can be encouraging towards other children	Can positively praise other children during activities	Can explain what may happen to the body if we don't exercise	Can confidently explain the rules of various games and activities
<b>Teaching Point</b>	Can demonstrate good respect to other children	Can use all equipment correctly	Can use their imagination in activities and games that follow a theme	Can help children who may be finding the activity difficult	Can identify how you may feel if you don't exercise	Can confidently identify how to score a point or win in various activities
<b>Teaching Point</b>	Can show that they want to win in a activity/game by trying their hardest	Can work with other children to pack away equipment safely	Can work with other children as part of a group	Can help to involve all children in activities/games	Can identify what may happen to your body if you don't exercise and eat unhealthily	Can demonstrate leadership in taking ownership of scoring on their own

## Athletics DO

National Curriculum	<ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination                             <ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance</li> </ul> </li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Running	Jumping	Throwing	Team Races	Match up!
Learning outcome DO	Identify children's understanding of the topic	Demonstrate effective running for a short race and a long race, showing the difference between them	Jog into an effective jump	Throw an object for distance with accuracy	Take turns quickly swapping an object in a team race	Compete (trying to win) in various athletics events
Teaching Point	Keep at a pace that you can control when running around the track	When we are running for a long periods of times if it is important that we don't use up all of our energy early, but pace ourselves	When tagging it is important to propel your body in different directions but still keep your balance	It is important that when we are throwing for accuracy we put the right amount of speed on the ball – not too fast and not too slow	When passing the bean bag look up to where your partner is	Ensure a change of speed is happening
Teaching Point	Ensure dynamic stretches are not rushed but controlled	Use your legs and arms in co-ordination to drive the body forwards	Try to propel your body to the other lily pads when jumping	When throwing the object look to where you want it to go, use your other arm to point you in the right direction	When you are receiving a bean bag get your hands out to receive early and let your partner know you are ready	When running make sure you are using your arms to help gain momentum
Teaching Point	When throwing push forwards into the throw	Short quick steps to slow down (decelerate), big stride to accelerate	Push against the floor with the balls of your feet when jumping. Bended knees create a spring effect	The harder you swing your arm the further it will go	Pass the bean bag to where you would like it, soft into the hand	When jumping make sure you are using bent knees and swinging your arms
Teaching Point	When jumping use your arms to swing forwards	Arms should be moving to show hands going in a hip to lip motion	Swing your arms forward when jumping to help further propel your body	Release the object at the right time	When you are receiving the bean bag be already moving forward	When throwing make sure you are aiming correctly and getting as much power behind the object as possible
Teaching Point	When passing the baton ensure you aim to put it into the hand of the other runner then get out of the way quickly for them to run	Run with high knees for a longer stride as fast as possible!		Try to bend your legs and get side on as you throw as this will give you more distance	Communicate with one another to help one another know what to do in a race	

## Health Related Fitness (HRF) Dodgeball DO

<b>National Curriculum</b>	<ul style="list-style-type: none"> <li>• Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending                             <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination</li> </ul> </li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>					
<b>Week</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Area</b>	<b>Introduction</b>	<b>Speed- Anaerobic Fitness</b>	<b>Strength</b>	<b>Endurance/Aerobic</b>	<b>Agility</b>	<b>Match Up!</b>
<b>Learning outcome DO</b>	Understand the rules and game format specific to age group	Can run at full speed to obtain the ball at the start of a game of dodgeball	Can show strength to use a good shield to defend the ball	Can show aerobic endurance to keep retrieving a ball	Can show agility to dodge a ball	Play an inter class competition to age specific games of dodgeball
<b>Teaching Point</b>	To make gains in our fitness we must push ourselves to work harder than our bodies are used to	Find a space to run into	Try to use your whole body to perform strength requiring activities. More muscles = more strength	Change speed to avoid being tagged, keep moving, moving targets are harder to hit	Be ready to change direction to avoid being hit, high/low as well as left and right	Children can explain the difference between the four components of fitness
<b>Teaching Point</b>	Can you name an area of fitness?	Use your arms and legs by pushing them fast to generate explosive power	Keep a firm grip on the ball using your upper limb muscles. When shielding, push the ball out against the other ball	For endurance to be developed, it is important that we move for long periods of time, even when it can be difficult to find the energy to carry on moving and picking up the ball	Children must be on the balls of their feet when going around the slalom and stay low, this makes them quicker when changing direction	What fitness components do you want to improve and how could this help in dodgeball?
<b>Teaching Point</b>	The aim of the session is for children to understand the game. A benefit of this game is its high intensity nature, games should stretch children physically	Listen for the command to go to make sure you make a good start	Stay strong when attempting to snatch the ball at the start from the dead ball zone. Use strength to snatch it away from your opponent	Push yourself to keep going and use your energy throughout the game and remember a moving object is a harder object to hit	Eyes everywhere so you can be ready to change direction before the ball is thrown	Use agility to dodge the ball, strength when throwing, speed when running to the middle and endurance to keep going when you are tired!
<b>Teaching Point</b>	Help children to understand that the teams that keep moving are those that do best.	It is important to get a firm grip on the ball when picking up to make sure that it is not snatched away by an opposing player		If I am trying to keep going for a long period of time should I use up all my energy really quickly at the start of an exercise?	How and where can I stand so I can see players behind and players in front? Side on with a good base ready to dodge is an option	Atactic is a plan made to gain an advantage over the other team which incorporates your teams/opponents strengths and weaknesses and may change throughout the game
<b>Teaching Point</b>	A moving target is a harder target to hit!					

## Basketball DO

National Curriculum	<ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending                             <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> </ul> </li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Dribbling	Passing	Receiving	Shooting	Match Up!
Learning outcome DO	Identify children's current understanding of the topic	Dribble in different ways changing speed	Pass in different ways over different distances with accuracy	Receive a ball at different speeds	Shoot in different ways at different speeds	Compete showing effective ball control under pressure in an invasion game
Teaching Point	When you want a ball how can you get another players attention – call out, eye contact, hand signals, be in a good position (ready to receive)	Head up to see where you are going, relate agility to movement for invasion games	Eyes on the target and communicate the pass	How can we show and tell that we are ready? Show- eyes looking, hands ready, Tell- call out for the ball	Children to recognize the importance of shooting away from danger	When stealing ensure that you are looking for the right time to attempt – link in co-ordination
Teaching Point	Spread into positions that are useful to the child with the ball – try not to crowd the person with the ball	Dribble in front and to the side of the body when moving at speed with your head up	When we receive must we always stop the ball to then pass on again? We could choose a 1 touch pass so the defender doesn't get it	Change the distance of the markers to encourage different throws, how do we throw differently for varying distances?	Keep your balance when shooting, try to point your body to the direction you are shooting	Keep a wide stance with bent legs, keep strong – link to balance
Teaching Point	When passing a ball, pass into the space the player is moving into	Small touches for control, head up, change speed and direction to avoid others	Pass high/low with speed and aim for the target (the other child into an attacking space)	Move into the correct position to receive and meet the ball in that position, think of the next pass before catching the ball	Is it always the best option to shoot when in attack or sometimes is it better to pass?	Be ready to retreat and stretch out for high passes
Teaching Point	When receiving receive with open hand to get full control of the ball	Show the Olympic values and ask children to discuss what they understand them to mean			Shoot away from danger making hard for a blocking player	Shadow the players movements ready to steal at any clear chance

## Cricket DO

National Curriculum	<ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending                             <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> </ul> </li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Fielding part 1- intercepting	Fielding part 2 –Returning the ball	Batting	Bowling	Match up!
Learning outcome DO	Observe current understanding and introduce a cricket game	Can intercept a moving ball from the floor with 2 hands whilst they are moving in different directions towards the ball	Can perform a moving pick up into a underarm throw	Can strike a ball that has been drop fed towards a target	Can over arm bowl a ball from a stationary position	Play a cricket match appropriate to the children's ability
Teaching Point	Introduce what movements and actions are required for a cricket game and encourage children to display these in the game	Bend your knees to get low to the ball – react quick and stay low	Bend your knees to ensure you are well balanced and low to the floor	Hands ready, eyes on the ball, body control and balance when running around the circle	Hold the ball in your stronger hand spider up- fingers pointing up when the ball is in hand and look at your target	Challenge children to start further away when throwing and catching
Teaching Point	Fielders spread out and be ready to move on to the ball	Point fingers down towards the floor, make soft hands to cup the ball and move towards the ball	Ensure once intercepted you create one uninterrupted movement	Place the bat on the floor with the flat side on the ground, make two vertical V shapes with your thumb and index finger of you hands with your favorite hand at the top and pick the bat up from the floor for the correct grip	Step forwards when bowling, spread your legs one foot in front of the other body slightly to the side	The ball can be drop fed from the side of the batter or hit from a tee for those who may be finding it difficult from a bowler
Teaching Point	Two hands on the bat, favourite hand at the bottom when holding it	Lunge towards the ball	Step forward with opposite foot, arm stays straight to the side of the body- find the right release point, always on the upward motion	Side on to the fielders, knees bent, good balance	Swing your arm from the back of your body to the front	
Teaching Point	Aim for the ball to bounce once and aim for the wickets when bowling (more the=an once is a no ball)	Place your foot behind your hands incase it gets past and react to how and where the ball is moving to	Try to get the right amount of speed needed for the distance	Communicate when you want to run, head level eyes on the ball when batting	Release at the right time	



## Tennis DO

National Curriculum	<ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>				
Week	Week 1	Week 2	Week 3	Week 4	Week 5
Area	Introduction	Hit	Return	Serving	Match up!
Learning outcome DO	Identify children's current understanding of the topic	Can hit a ball with a racquet accurately along the floor to another child	Can return a ball with a racquet accurately along the floor to another child	Can serve a ball with a racquet accurately along the floor to another child	Play a net/wall match appropriate to the child's age
Teaching Point	Do we hit the bees hard to try to catch them softly- softly for the push effect like when hitting the ball	Get low to the ground, knees bent, keep your head up and stay light on the balls of your feet	Get low to the ground, knees bent, keep your head up and stay light on the balls of your feet	Get low to the ground, knees bent with your head up looking where you are going to move to next	Eyes on the ball when catching, communicate
Teaching Point	Encourage children to reach the racquet out for the bee and change direction of the racquet as they can catch the bee from both sides	Brush the cheek of the racquet against the floor when hitting the ball	Hold the racquet with a V shape to the side of the hand keeping a open face. Lock your wrist on contact and brush the cheek of the racquet against the floor	Nike tick position and side on for the over arm throw, catapult serve-hold the ball on the racquet at head height and catapult it in a rainbow shape	Bend knees and get under the ball to hit it up
Teaching Point	Look at the target you are aiming for, brush the cheek of the racquet along the floor	When hitting try to stand sideways on to allow your arm to pass through the front of your body- keep a locked wrist	If possible, when returning stand slightly sideways on allow your hit to follow through the front of the body	Contact point serve-racquet held over head, ball thrown up underarm and hit the ball stopping at point of contact	Racquet cheek to the floor, push the ball up
Teaching Point	Make the hit at the right time, get the right speed on the ball not too hard not too soft	Make the hit at the right time	Keep your head up before you return the ball ensuring you are aware of where your opponent is positioned	Side-on, point the front arm up, high 5 the sky with the catapult serve and do not follow through	A tactic is a plan made to gain an advantage over the other team which incorporates your teams/opponents strengths and weaknesses and may change throughout the game

## Tag Rugby DO

<b>National Curriculum</b>	<ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending                             <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> </ul> </li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>					
<b>Week</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Area</b>	<b>Introduction</b>	<b>Passing</b>	<b>Receiving</b>	<b>Evasive Running</b>	<b>Defending skills</b>	<b>Match Up!</b>
<b>Learning outcome DO</b>	Introduce the game and observe current understanding	Can hold a rugby ball effectively when passing	Can receive a rugby ball effectively (able to catch)	Can perform a side step to evade an object	Can touch tag another player	Can play a tag rugby match appropriate to children ability
<b>Teaching Point</b>	Mucky fingers clean palms-grip the ball with the fingers not the palm of your hand	Mucky fingers clean palms- grip the ball with the fingers not the palm of your hand	Keep your eyes on the ball	2 handed carry with the ball, short quick steps when changing from a high gear to a low gear to stop quickly	Get low and close when trying to take a tag from another player	Strong body position-core strength
<b>Teaching Point</b>	Try not to hold the ball by the ears	Firm grip on the ball with both hands	Two handed catch	Get low and take a fast first step	Get low with you knees bent ready to move fast to take a tag	Short quick steps when changing direction to be quick
<b>Teaching Point</b>	No diving when scoring a try- the ball must be placed under control on the floor with one or two hands on the ball	Point the top of the ball down to 6 o'clock and scoop the ice cream swinging the ball across your body	W hands out in front of your body – catch the ball in front of you	Get low when you change direction for more speed and power	Get low when changing direction to dodge a defender	2 handed carry with the ball, scoop the ice cream and pass across your body
<b>Teaching Point</b>	When your team has possession of the ball which way is best to be heading? Over the try line	Two hands on the ball, fingers follow through and point to the target when you pass the ball	Open your body up to show you are ready to receive the ball	Get low when changing direction to dodge the defender	Two handed carry with the ball	Stay behind the ball carrier when attacking, positive running with the ball even if you get tagged so you move closer to the try line

## Gymnastics DO

National Curriculum	<ul style="list-style-type: none"> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> <li>• Develop flexibility, strength, technique, control and balance</li> </ul>					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Shapes	Travel	Balance	Rolling	Jumping	Rhythmic
Learning outcome DO	Demonstrate 5 shapes and demonstrate them on different body parts.	Demonstrate different ways of travelling on different levels and at different speeds.	Demonstrate solo, matching and mirroring balances in a basic routine.	Demonstrate basic rolls as well as a tuck roll to standing and an egg roll.	Demonstrate and recognise the different jumping patterns	Demonstrate a sequence using rhythmic apparatus showing good control.
Teaching Point	Straight- Body tall, legs together, arms stretched beside ears. Tuck- Curl knees into chest, hold on to shins with legs together. Star- Arms and Legs stretched out wide as far away from each other.	If the children are jumping make sure they are landing with bent knees.	Focus and concentration are needed for minimal wobbling	Make sure the children are aware of what is around them so they do not bump in to one another.	Take off- full drive arm swing, strong bend and thrust through the legs	Think about the different speeds that they can move at. Think about the different levels they are moving on. Think of as many different ways of moving as they can.
Teaching Point	Straddle – sat on bottom with legs open and arms open and stretched. Pike – sat on bottom with legs straight and together, arms straight and together	Think about the different speeds that they can move at, fast or slow.	matching balances should be identical when they are stood next to one another. Both children should have the same leg lifted for example.	Go over the different rolls that the children know (log roll, tuck roll, teddy bear roll and egg roll).	Flight- Tension in flight, showing shape clearly with precision and control	Bounce the ball rather the slapping the ball when trying to bounce the ball.
Teaching Point	Dish Lie on back with arms and legs together and straight lifted off the floor. Arms should be above the head.	Think about the different levels they are moving on. High, medium or low.	mirroring balances when they look at one another should be the same, if one child is picking up their left leg, the mirroring child it will be their right leg.	Tuck rock and roll to stand- sit in tuck shape, rocking back and forward to return to standing position. A partner can assist to get to the standing position however encourage children to try on their own.	Landing- Absorb impact through legs, held and control landing position	Use your thumb and fore finger when spinning the hoop.
Teaching Point	Can the children perform the shapes on different body parts.	Allow children to think about how that animal will move, eg kangaroo big jumps, rabbit smaller jumps.	star, straight, tuck, straddle, pike and dish are shapes that they can include.	Egg roll- Curl up in a tuck shape on knees, practise rolling over side, back, other side and return to knees. If the children can do this allow them to perform a straddle shape while on their back during the roll.	Ensure they are landing on their feet, legs bent and arms stretched in front showing control.	Use shapes, travel, balance or rolls from previous weeks that they have learnt.

## Dance DO

N.C	<ul style="list-style-type: none"> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> <li>• Develop flexibility, strength, technique, control and balance</li> <li>• Perform dances using a range of movement patterns</li> </ul>					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Timing of movements	Creating Movements	Movement Patterns	Movement Pathways	Perform
Learning outcome DO	Introduction to creating basic movements exploring a theme	Collaborate to make a dance warm up	Use stimulus to create a dance	Dance in unison with a partner	Perform a cannon with a group	To perform using different levels and pathways
Teaching Point	How should a ringmaster act? Are they shy and withdrawn or are they confident?	Make sure that the moves that are being performed are pulse raiser moves not static.	Think about how you can time your movement with the music.	Try to stay in time with your partner doing the same moves.	when one dancer performs a movement and then another performs the same movement just after or sometimes overlapping.	Can moves be performed on a mixture of high, medium or low levels.
Teaching Point	Encourage the children to change directions and levels to make their movements more interesting.	All moves are to be performed in unison meaning at the same time.	Remind the children that they are now creating a performance and so everything needs to link together smoothly.	Make sure you are doing the moves to facing the audience as if you were performing in a show.	Think about how the act should be performed, a magician should have confidence, a clown may be clumsy.	Can forward, backwards and diagonal pathways be used when transitioning between moves.
Teaching Point	Ensure the moves that are being performed are in unison with the other members of the group.	Arms and legs should be fully extended and pointed where applicable.	Think about how you use your prop to keep it under control.	Show facial expression too try and portray a character.	As the focus for this lesson is CANON, remind the children to work on ensuring their movements are one after the other and their timing is clear and with energy to the music.	It happens when one dancer performs a movement and then another performs the same movement just after or sometimes overlapping.