

Physical Education



Year 3

Curriculum End Points

Unit: Outdoor Adventure Activities – Problem Solving

- 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 team.
- Pupils 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.

Key Vocabulary

Unit: Outdoor Adventure Activities – Problem Solving

Communication – Is the method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written, and visual.

Tactics – Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Teamwork – Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.

Problem Solving – Means the ability to find a solution to overcome a challenge. An individual or a team needs to create then apply a strategy and tactics to solve a problem and achieve their goal.

Cooperation – Cooperate is another word used to define teamwork, meaning to work together to achieve a goal or complete a task in the most effective way possible.

Strategy – Is a planned set of actions that are used by a team or individual to achieve a long-term goal. We plan a strategy and then use specific tactics to help us achieve our goal.

Curriculum End Points

Unit: Gymnastics – Symmetry & Asymmetry

- Pupils will execute ‘excellent’ balances and movements in both symmetrical and asymmetrical ways. Pupils will be able to link these movements and balances together.
- Pupils will develop life skills such as resourcefulness and evaluation as they create their sequences in pairs, making any adaptations when necessary.
- Pupils will collaborate showing cooperation skills with their partner as they work together to create sequences and share apparatus space 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.

Key Vocabulary

Unit: Gymnastics – Symmetry & Asymmetry

Excellent gymnastics – ‘Excellent’ refers to when pupils are being silent, extending their fingers and toes, and when they make a shape/balance, they are able to hold it still for at least 4 seconds.

Symmetrical – Symmetry occurs when a balance or a movement is identical on either side.

Asymmetrical – Asymmetry means when a balance or a movement does not match on either side.

Flow – This is when a gymnast moves from one action to another without stopping.

Linking – This means successfully adding two movements together so that they flow one after the other.

Extension – This is when pupils are pointing (extending) their fingers and toes when moving or holding a balance.

Interesting – This means pupils are thinking and being creative. This includes adding different levels and different connection points to their balances and/or movements.

Unison – Unison is where pupils perform the same movement at exactly the same time as each other.

Canon – Canon is where pupils perform the same movement one after the other.

Sequence – This is a combination of controlled movements, balances, or actions that have been added (linked) together in a particular order.

Apparatus – The term apparatus refers to a piece of equipment that’s used in gymnastics. For example, a bench, vault, or balance beam.

Curriculum End Points

Unit: Dance – Wild Animals

- 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 dance'. Pupils will apply creativity as they try a range of movement options.
- Pupils 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.

Key Vocabulary

Unit: Dance – Wild Animals

Excellent Dancers – Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity, and are able to choreograph.

Expression – Refers to the actions a dancer uses to make their character's thoughts or feelings known.

Creativity – Refers to pupils using their imagination or original ideas when performing their dance actions.

Emotion – Refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.

Motif – Is a series of movements that are repeated.

Choreography – Is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to perform.

Character – Character refers to the person, animal, or fictional character that the pupil is portraying in their performance.

Curriculum End Points

Unit: Dodgeball

- 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.

Key Vocabulary

Unit: Dodgeball

Attacker – We are considered an ‘attacker’ when we are in possession of the ball or when we throw the ball. The aim of the game for the attackers is to throw their ball hitting an opponent.

Defender – We are considered a ‘defender’ when we are not in possession of the ball or when the ball is not in our control. The aim of the defenders is to avoid being hit by the ball.

Possession – Is when we have physical control of the ball. This could be when working individually or as part of a team. It is when we have ‘possession’ that we can create the opportunity to throw the ball towards the opposition.

Throwing – Means using your arm/hand to propel a ball with force through the air towards a specific target.

Catching – Means successfully holding a ball with our hands that has been thrown towards us.

Dodge – Is a method of moving quickly from one side to the other to avoid being hit by a ball.

Curriculum End Points

Unit: Games Sense Invasion

- Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball.
- Pupils will apply an understanding of where, when and why we pass and move, in order to score points against another team.
- 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 self-motivation.

Key Vocabulary

Unit: Games Sense Invasion

Attacker: We are considered an 'attacker' when we or our team are in possession of the ball. The aim of the game for the attackers is to keep possession and score

Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to prevent the opposition from scoring.

Space: is an open area on the playing area that is unoccupied by a defender or the defending team. The team in possession of the ball need to identify open spaces to move into to enable them to create opportunities to shoot.

Possession: Is when we have physical control of the ball. This could be when working individually or as part of a team. It is when we have 'possession' that we can create the opportunity to score a goal.

Shooting: is when we throw the ball towards the goal/target in an attempt to score.

Control: means keeping the ball close to us, preventing the defenders from gaining possession.

Passing is a method of sending the ball to our partner or another member of our team in order to keep possession of the ball.

Curriculum End Points

Unit: Tag Rugby

- Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball. Pupils will explore how we tag an opponent.
- Pupils will apply an understanding of where, when and why we pass and move, in order to score a try. Pupils will understand the importance of tagging.
- Pupils will develop life skills such as cooperation and communication as they collaborate with others including their opponents.
- Pupils will apply their skills with developing confidence as they grow in their ability to show resilience and self-motivation.

Key Vocabulary

Unit: Tag Rugby

Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. The aiming of the game for the attackers is to score a try.

Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to prevent the opposition from scoring a try.

Possession: is when we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have 'possession' that we can create the opportunity to score.

Dodge: is a method of moving quickly by an attacker, from to one side to the other to avoid being tagged by a defender.

Try: A try is a method of scoring points in rugby. A try is scored when the attacking player holding the ball, places the ball over the oppositions try line using two hands.

Tagging or Tag: is the method applied by the defender teaming to stop the ball carrier running with the ball.

Ball Carrier: The ball carrier is defined as the attacker who is in possession of the ball.

Curriculum End Points

Unit: Athletics – Throwing & Jumping

- 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.

Key Vocabulary

Unit: Athletics – Throwing & Jumping

Speed – Is the ability to move all or part of the body as quickly as possible. Speed is vital to success when sprinting or throwing an object.

Acceleration – Is how quickly an athlete can increase their speed over a distance. For example, this might mean how quickly an athlete ran over 10m starting from a stationary position.

Relay – A relay is a running race where members of a team take turns to complete parts of the race.

Change Over – A change over is where two athletes from the same team pass a baton between one another while running as fast as possible. Athletes cannot throw or drop the baton.

Distance – Is defined as the length of space between two points. This might mean how far an athlete has to run, how far an athlete has thrown an object, or how far an athlete has jumped.

Accuracy – Is the ability to control where we throw an object.

Curriculum End Points

Unit: Game Sense: Net/Wall

- Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball.
- Pupils will apply an understanding of where, when and why we pass and move, in order to score points against another team.
- Pupils will develop life skills such as respect and communication as they collaborate with others including their opponents.
- Pupils will apply their skills with developing confidence as they grow in their ability to show resilience and determination.

Key Vocabulary

Unit: Netball

Attacker: We are considered an 'attacker' when we or our team are in possession of the ball. The aim of the game for the attackers is to keep possession and score

Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to prevent the opposition from scoring.

Space: is an open area on the playing area that is unoccupied by a defender or the defending team. The team in possession of the ball need to identify open spaces to move into to enable them to create opportunities to shoot.

Possession: Is when we have physical control of the ball. This could be when working individually or as part of a team. It is when we have 'possession' that we can create the opportunity to score a goal.

Shooting: is when we throw the ball towards the goal/target in an attempt to score

Control: means keeping the ball close to us, preventing the defenders from gaining possession.

Passing is a method of sending the ball to our partner or another member of our team in order to keep possession of the ball.

Curriculum End Points

Unit: Rounders

- 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.

Key Vocabulary

Unit: Rounders

Batting – Batting is the skill of hitting a ball with a bat into a space to score runs. The aim of the game for the batter (attacking team) is to score as many rounders as possible.

Fielder – A fielder is a defensive position that is occupied while the other team are batting. The aim of the fielding team (defending team) is to prevent the batter from scoring a rounder.

Base/Posts – There are four bases/posts that are used to mark out the pitch. These are positioned on the outside of the bowling square in a diamond shape.

Throwing – Means using your arm/hand to propel a ball with force through the air to a specific target or area.

Rounder – Is the method of scoring used in rounders. If the batter successfully runs around the outside of the bases and reaches the 4th base before the ball, the batting team scores one rounder.

The Long Barrier – Is a fielding method used by a fielder to prevent the ball from going past them. This involves the fielder stopping the ball with their hands, by positioning their body in line with the ball just in case they miss the ball with their hands.

Curriculum End Points

Unit: OAA Orienteering

- Pupils will develop their ability to orientate a map and locate points, returning to base as quickly as possible.
- Pupils will develop their understanding of what makes an effective team and understand how important teamwork is when orienteering.
- Pupils will develop life skills such as respect and communication as they collaborate with their team to successfully complete the orienteering challenges.
- Pupils will develop their ability to remain positive and try their best in every challenge. Pupils will begin to show leadership attributes

Key Vocabulary

Unit: OAA Orienteering

Batting – Batting is the skill of hitting a ball with a bat into a space to score runs. The aim of the game for the batter (attacking team) is to score as many rounders as possible.

Navigate: means to find a way through a planned course often by using a map.

Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.

Strategy: is a planned set of actions that are used by a team or individual to achieve a long-term goal. We plan a strategy and then use specific tactics to help us achieve our goal.

Communication: Is the method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual.

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.

Orienteering: is a sport that requires navigational skills using a map and/or a compass to navigate from various points.

Symbol: Symbols are small images marked on a map that have been designed to look like what it represents. Map symbols are conventional signs as can be understood by everyone