

Year 3

Year 3 - Autumn 1: Real PE

Milestone LO

Real PE LO: I am learning to know where I am in my learning

Curriculum Links:

Use running and jumping in isolation and in combination and develop control, balance and technique.

Enjoy communicating, collaborating and competing with each other.

Compare their performance with previous ones and demonstrate improvement to achieve their personal best.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> Motor competence Rules, Strategies and Tactics Healthy Participation <p>Real PE</p> <ul style="list-style-type: none"> Personal Cog Coordination: Footwork Static Balance: One leg 	<p>Know that...</p> <ul style="list-style-type: none"> To be successful means that they can do things consistently well Consistently means that it is always the same. Challenge means something that needs special effort and is demanding To challenge themselves they need to keep going when things become hard. To view things that they can't do are an opportunity to improve and this can be done through practise. <p><u>Coordination: Footwork</u></p> <ul style="list-style-type: none"> To move well in both directions / on both sides means to bend their knees to push off and land. To move with balance and control throughout means that they have to think about the body position by having their head up and back straight. To move with controlled and smooth movements means that they have to work off the balls of their feet with the feet close to the ground. Hopscotch is a hop followed by a two foot jump and is executed by bending their knees to push off and land. Zigzag means to make short sharp turns To work off the balls of their feet means that the weight is on the balls of their feet when they move. <p><u>Static Balance: One leg</u></p> <ul style="list-style-type: none"> To balance with control means to use their tummy, have a straight back and their body still. To balance using their arms means that their arms act as a counterbalance to their legs Counterbalance means to oppose or balance with an equal force. Core muscles are the muscles in front of their abdomen. The abdomen is the area below their chest and above their belly button A squat means to crouch low to the ground with their knees bent but making sure their knees do not go past the toes and then stand up. 	<p>Know how...</p> <ul style="list-style-type: none"> To ask for help and say what they need help with. To carry out an action consistently before moving on. To challenge themselves and keep going when things are hard. To view challenging tasks as an opportunity to learn and improve. To identify areas to improve at by looking at models and using the success criteria. <p><u>Coordination: Footwork</u></p> <ul style="list-style-type: none"> To balance by keeping their tummy tight, back straight and head up and still when completing different moving actions. To work off the balls of their feet when moving around in different ways and in different directions. To bend their knees and arms to help keep a balance when moving in different ways and directions. <p><u>Static Balance: One leg</u></p> <ul style="list-style-type: none"> To use their arms to move and balance on one leg and when squatting. To focus on quality, control and rhythm when moving during a balance. To vary speed and direction of movement when moving during a balance. To complete ankle extensions by lifting the heels off the floor and down again smoothly. To squat by having their feet shoulder width apart, core muscles tight and backs straight and using the arms to counterbalance

Vocabulary	<p>Back: Moving in the opposite direction from where they are facing or going.</p> <p>Control: To manage or handle something well, like keeping a ball or bike steady.</p> <p>Directions: Instructions or guidance on how to go to a place or how to do something.</p> <p>Gallop: To run or move quickly, like a horse, with all four feet off the ground in each stride.</p> <p>Hop: To jump a short distance on one foot.</p> <p>Muscles: Parts of their body that help they move, like their arms and legs.</p> <p>Safely: Doing something in a way that doesn't cause harm or injury.</p> <p>Side step: To take a step sideways, often used to avoid something or change direction.</p> <p>Skip: To move forward by hopping lightly from one foot to the other.</p> <p>Straight: Going in one direction without turning or bending.</p> <p>Still: Not moving or making any noise.</p> <p>Task: Something that needs to be done or accomplished.</p> <p>Wobble: To move unsteadily from side to side.</p>
Enrichment & wider development	



Year 3 - Autumn 1: Orienteering

Milestone LO

Real PE LO:

- To hold a simple map in both hands.
- To know how to set/orientate a simple map and keep it set whilst on the move.
- To understand STAR orienteering
- To understand SCORE orienteering

Curriculum Links:

- 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

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Rules, Strategies and Tactics • Healthy Participation 	<p>Know that...</p> <ul style="list-style-type: none"> • Cardinal directions are four directions. • The cardinal directions are: north, east, south and west. • A map represents objects on the ground. • Star orienteering is a two person relay where they move to mapped control sites from a central starting point. • Score orienteering is when controls can be visited in any order with a point assigned to each. • A map represent an area on the ground. • Navigate means to plan, manage a course. • Orientate means to move a map to match the direction currently stood in. • Holding the map in both hands helps with keeping control of the map and keeping the map set. • Setting the map means orientating the map with the real-world. • To set a map they can use known features or north. • The school orienteering map represents a bird's-eye view of the school. • A legend helps to define the symbols used on a map. • To orient means to make familiar. • Thumbing the map helps an orienteer keep track of their location. As they travel, their thumb moves on the map to correspond with their position. • A line feature is anything that runs in a line like tracks, fences, streams and hedges. 	<p>Know how...</p> <ul style="list-style-type: none"> • To navigate using a simple map. • To use a legend to identify features. • To set a map using known features and keep it set on the move. • To use line features to navigate. • To make route choices to find controls efficiently.
Vocabulary	<p>Control point: A specific marker or location on an orienteering course that participants must find and visit in a set sequence.</p> <p>Folding: To bend or crease something, like folding a map to make it smaller.</p> <p>Finish: The end or conclusion of something, like reaching the end of a race or activity.</p> <p>Key: A list or explanation of symbols used on a map or in a game, so they can understand what they mean.</p> <p>Legend: Another word for key, which explains symbols and markings on a map or in a game.</p> <p>Line features: Landmarks or boundaries that appear as lines on a map, like rivers, roads, or fences.</p> <p>Map: A drawing or picture that shows places, like a map of their neighbourhood or a treasure map.</p> <p>Orient: To find their way or figure out where they are, like using a map or compass.</p> <p>Orientate: Another word for orient, meaning to understand where things are or how to get somewhere.</p>	

	<p>Route choice: Deciding which path or way to take to get to a destination or goal.</p> <p>SCORE: In orienteering, a type of event where participants try to find as many control points as possible within a time limit, with each point having a different score.</p> <p>Set: To put something in a particular place or position, like setting up a tent or setting a table.</p> <p>Star orienteering: A type of orienteering event where participants find control points in a specific order to form a star shape on the map.</p> <p>Start: The beginning or starting point of something, like the beginning of a race or game.</p> <p>Symbol: A picture or drawing that stands for something else, like a symbol on a map that shows where a river or mountain is.</p> <p>Thumbing: A technique in orienteering where they use their thumb to keep track of their position on a map while running or moving.</p>
<p>Enrichment & wider development</p>	



Year 3 - Autumn 2: Real PE

Milestone LO

- **Real PE LO:** I am learning to share ideas

Curriculum Links:

- Use running and jumping in isolation and in combination and develop control, balance and strength.
- Enjoy communicating, collaborating and competing with each other.
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Rules, Strategies and tactics • Healthy participation <p>Real PE</p> <ul style="list-style-type: none"> • Social Cog • Dynamic Balance to Agility: Jumping and Landing • Static Balance: Seated Balance 	<p>Know that...</p> <ul style="list-style-type: none"> • Helping, praising and encouraging others can help them to improve. • To praise someone means to tell them that they are doing well. • To show patience and support to others means listening to them carefully. • To support others means to help them to succeed in the task through working together, modelling, and praising. <p><u>Dynamic Balance to Agility: Jumping and Landing</u></p> <ul style="list-style-type: none"> • Take off means to leave the ground or other surface. • A good take off and height means keeping their feet and shoulder width apart. • A good landing means to land with balance and control. <p><u>Static Balance: Seated Balance</u></p> <ul style="list-style-type: none"> • To balance with their hands and feet off the floor means that their tummy is tight, their back is straight and their arms are used for balance. • To balance with minimum wobble means that they have their tummy tight by squeezing their muscles and having their weight going through their bottom. • To balance without strain means that their head is up, they breathe throughout and they are able to stay steady and feel comfortable. • To use their arms for balance they need to be straight either in front, above their head or outstretched to the side. 	<p>Know how...</p> <ul style="list-style-type: none"> • To use positive words when others do well. • To use positive words or gestures to praise and keep other going. • To listen and support others when they need help. <p><u>Dynamic Balance to Agility: Jumping and Landing</u></p> <ul style="list-style-type: none"> • To achieve a good take off and height by keeping their feet and shoulder width apart and bending their knees on take-off and swinging their arms to gain height. • To land softly by bending their knees on landing. • To land with balance and control by keeping their head up and swinging their arms to help balance their body when turning in different directions. <p><u>Static Balance: Seated Balance</u></p> <ul style="list-style-type: none"> • To balance with good control and without strain, by keeping their head up and breathe throughout when balancing in a seated position with hands and feet off the floor. • To balance with minimum wobble by keeping their tummy tight. • To maintain balance by keeping their back straight when their hands and feet are off the floor. • To balance with hands and feet off the floor and pick up and place down an item.
<p>Vocabulary</p>	<p>Landing: Coming down to the ground after jumping or moving in the air. Minimum: The smallest amount or number needed for something. Momentum: The force or power that keeps something moving, like when they push a ball and it keeps rolling. Outstretched: To stretch or extend something, like reaching out their arms or legs as far as they can go. Patience: Waiting calmly and not giving up, even if things are hard or taking a long time. Support: To help or hold something up, like giving encouragement or holding a teammate's hand.</p>	
<p>Enrichment & wider development</p>		



Year 3 - Autumn 2: Real Gym

Milestone LO

- I am learning to share ideas

Curriculum Links:

- 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.
- Enjoy communicating, collaborating and competing with each other.
- Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Develop flexibility, strength, technique, control and balance.
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Healthy Participation 	<p>Know that...</p> <p><u>Travel</u></p> <ul style="list-style-type: none"> • To move with good posture means that they keep their back straight, head up, the core muscles are squeezed and there is extension. • To perform accurate movement patterns means to change the speeds, absorb any impact with the knees to allow for the movements to be fluent. • A crab position is when they place their hands underneath their shoulders, fingers pointing out to the side, away from each other and their body is in a flat position where their hips are in line with their shoulders and knees. • To move in a crab position they start "walking" forward by moving their left hand followed by their right foot; and then their right hand followed by their left foot. • To perform a bunny hop their feet are side by side, they squat down with the hands on the floor and they jump upwards with the knees bent up to the level of the hips whilst their hands stay on the floor. • To move in a bear walk, they begin on all fours and lift their knees so that they're at a 90-degree angle and a few inches off of the ground. Then they crawl forward starting with either hand and the opposite foot, alternate sides to crawl their way across the floor. • To move in a caterpillar walk means that they walk their hands towards a front support, then walk their feet in towards their hands. • To move with light and quiet steps means that they step onto the balls of their feet first <p><u>Rotation</u></p> <ul style="list-style-type: none"> • Rotation means a movement pattern that means that their body needs to move through space around its own axis. • A dish and arch roll is when their body makes the arch or dish shape and they roll keeping their hands, feet and head off the floor with their chin on their chest and they lift their arms and legs as high as possible. • A pencil straight roll means that they use a straight shape and keep their hands and feet together. • A patten turn is when they stand on their toes and take multiple small steps to turn the body around a vertical axis. 	<p>Know how...</p> <ul style="list-style-type: none"> • To move with good posture • To perform accurate movement patterns. • To perform movements on different apparatus <ul style="list-style-type: none"> • To maintain an accurate shape when performing a rotation • To maintain a balance during a rotation • To rotate the body with control • To move smoothly and fluently • To synchronise movements with a partner

	<ul style="list-style-type: none"> • To spin on the bottom means that they sit and use their hands to start the rotation and then lift the legs and arms. • To rotate with control means that they have a tight body. • To synchronise movements means that they coordinate the movements with a partner so that they happen at the same time.
Vocabulary	<p>Body tension: How tight or firm their muscles are, like when they're holding a position or balancing.</p> <p>Contrast: Showing how things are different from each other, like comparing two colours or movements.</p> <p>Match: To make things the same or similar, like matching colours or doing movements together.</p> <p>Mirror: To copy or mimic what someone else is doing, like mirroring their movements or actions.</p> <p>Pivot: To turn or rotate around a central point, like turning on one foot.</p> <p>Posture: The way they hold their body when they stand, sit, or move, like keeping their back straight.</p> <p>Rotation: Turning around in a circle or moving around a central point, like spinning or twisting.</p> <p>Synchronization: Doing things at the same time and in the same way as others, like moving together in a dance or exercise routine.</p>
Enrichment & wider development	



Year 3 - Spring 1: Real PE

Milestone LO

- **Real PE LO:** I am learning to recognise success.

Curriculum Links:

- Develop and apply control and balance in different ways.
- Enjoy communicating, collaborating and competing with each other.
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Rules, Strategies and Tactics • Healthy Participation <p>Real PE</p> <ul style="list-style-type: none"> • Cognitive Cog • Dynamic Balance: On a line • Coordination: ball Skills 	<p>Know that...</p> <ul style="list-style-type: none"> • To explain why someone is working or performing well they look at different parts of the body. • A similarity is something that is the same as their movement. • A difference is something that is different from their movement. • To identify areas for improvement they need to look at the similarities and differences of others performances. • To give and receive feedback will help to identify areas to improve • Non- physical skills are actions taken like tactics. • Physical skills are how we use our bodies when performing tasks. <p><u>Dynamic Balance: On a line</u></p> <ul style="list-style-type: none"> • To move smoothly with minimal wobble they use their arms in the opposite action to their legs and use their arms for balance. • To maintain a balance on the line their head needs to be up. • To coordinate means that they move with the opposite arm and leg moving forwards. • To move fluidly and with minimum wobble means that their head is still and looking forward and the movement is smooth. • To walk in different ways means to walk with a heel to toe landing or lifting the knees up with a heel to toe landing or lifting heels up to the bottom and use a heel to toe landing. <p><u>Coordination: Ball Skills</u></p> <ul style="list-style-type: none"> • To maintain control of the ball means that it is always near their body to control. • To move the ball smoothly and fluently means that it doesn't stop and stays a similar speed • To use their fingers to move a ball they use the ends of their fingers and use their hands to grab the ball when switching between hands. 	<p>Know how...</p> <ul style="list-style-type: none"> • To look at different parts of the body to help recognise similarities and differences. • To try and be specific about what others are doing well. • To think of non- physical and physical skills when identifying areas to improve • To use their own and others' feedback to identify areas for improvement <p><u>Dynamic Balance: On a line</u></p> <ul style="list-style-type: none"> • To use their arms to move and balance on a line. • To keep their back straight, head still and look forward when balancing on a line. • To coordinate moving the opposite arm and leg they need to move off the balls of their feet. • To move smoothly with minimal wobble when walking in different ways. <p><u>Coordination: Ball Skills</u></p> <ul style="list-style-type: none"> • To perform movements smoothly and then gradually increase their speed when sitting down and rolling a ball around the floor and body. • To focus on maintaining good balance. • To keep their head up and facing forwards when moving a ball around their body. • To use their fingers to move the ball and how to avoid it touching the body. • To focus on moving a ball smoothly rather than at speed.
<p>Vocabulary</p>	<p>Action: Something they do, like running, jumping, or throwing a ball. Fingertips: The ends of their fingers, where they can feel and touch things. Fluidly: Moving smoothly and without interruption, like dancing or skating.</p>	



	<p>Gradually: To do something slowly, a little bit at a time, like learning to ride a bike.</p> <p>Identify: To recognize or figure out what something is or who someone is, like identifying animals or friends.</p> <p>Non-physical: Something that doesn't involve using their body, like thinking or talking.</p> <p>Physical: Something that involves using their body, like running, jumping, or playing sports.</p>
Enrichment & wider development	



Year 3 - Spring 1: Real Dance

Milestone LO

- I am learning to recognise success

Curriculum Links:

- Apply and develop a broad range of skills and link them to make actions and sequences of movements.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement patterns.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Healthy Participation 	<p>Know that...</p> <p><u>Shapes Solo</u></p> <ul style="list-style-type: none"> • To perform with balance and control when holding a shape and moving between shapes and landing means that they have to find strong, still positions in the shapes. • To perform shapes with different leg positions means that they need to focus on their core strength. • To perform a variety of smooth, fluent movements when moving between shapes means that they find the simplest way to from turning to jumping to the floor. <p><u>Circles</u></p> <ul style="list-style-type: none"> • To make large circles with the arms means that they are stretched out as far as possible when making a circular shape. • To make circle movements that moves the body means that the arms are moved in large circles and the body is relaxed as it moves and they step where the circle takes the body. • To perform exact, repeatable movements means that the movement is precise and are done again. • Circles can move the body if they follow the circular movement with their body. <p><u>Partnering shapes</u></p> <ul style="list-style-type: none"> • To make standing and floor shapes with partners means that they need to move together. • To perform with balance and control when hoping and moving between shapes means that they position their body so it covers as much space as possible with the arms to help with balance. <p><u>Partnering circles</u></p> <ul style="list-style-type: none"> • To make a circular move they need to think about the starting position and how to begin it before creating the circle. • To keep the body in shape means that they squeeze the muscles to create body tension. • Unison means to perform exactly the same movements at the same time. • Mirroring means to do the same travel, jump, shape or balance at exactly the same time. • Canon means to perform the same movement at different times. <p><u>Artistry abstraction</u></p>	<p>Know how...</p> <ul style="list-style-type: none"> • To perform with balance and control when holding a shape and moving between shapes and landing. • To perform a range of balance positions on the floor with different leg positions. <ul style="list-style-type: none"> • To use circular movements move the body. • To perform exact, repeatable movements including circles and half circles. <ul style="list-style-type: none"> • To perform different standing and floor shapes with a partner. • To perform a variety of smooth, fluent movements when moving between shapes. <ul style="list-style-type: none"> • To perform a range of movements that are led by circles with a partner. • To demonstrate strong start and finish positions. • To perform different partner work in unison, mirroring each other and in canon.

	<ul style="list-style-type: none"> • To demonstrate moving like silk means that they need to look at how the silk moves in the air and try and move at the same time. • To move smoothly and fluently when transitioning between moves means that it flows from one move to the next. • To link perform silk moves with shapes and circles means that they need to relax the body and limbs so that there can be fluid movements. <p><u>Artistry</u></p> <ul style="list-style-type: none"> • To have a strong starting and finishing position means that they use their core strength to find strong, still shapes. • To stay in balance, especially in turns, means that they need to use core strength and control the speed of the move. • To create a sequence of movements means that to know the elements that need to be included. • To put moves together, remember and perform means that they need to explore different timings for activities and practise the order of them. • To have clear start and finish shapes can impact the impact of the dance, • Choreography is the making a dance by gathering and organising movements into an order and pattern. 	<ul style="list-style-type: none"> • To use silk within a range of movements. • To transition smoothly and fluently between • To perform clear start and finish shapes to impact the choreography.
Vocabulary	<p>Abstract: Something that is not easy to see or touch because it's a big idea or concept.</p> <p>Canon: A dance or movement where people do the same thing but at different times, like in a pattern.</p> <p>Choreography: The moves or steps in a dance or routine, like how dancers move together in a performance.</p> <p>Combine: To put things together or join them, like combining different dance moves into one routine.</p> <p>Diverse: Many different kinds of things or people, like having a variety of dance styles or movements.</p> <p>Extend: To make something longer or stretch it out, like extending their arms or legs.</p> <p>Linking: To connect or join different movements or actions together smoothly.</p> <p>Mirroring: Copying or doing the same movements as someone else, like mirroring dance steps.</p> <p>Partnering: Working together with someone, like in dancing or doing activities together.</p> <p>Sequence: The order or way things happen or are arranged, like the steps in a dance routine.</p> <p>Transitioning: To move smoothly from one movement or activity to another.</p> <p>Unison: Doing something altogether at the same time, like dancing in unison with a group.</p>	
Enrichment & wider development		



Year 3 - Spring 2: Real PE

Milestone LO

- **Real PE LO:** I am learning to respond differently.

Curriculum Links:

- Use throwing and catching in isolation and in combination and develop and apply control and balance in different ways.
- Learn how to use skills in different ways and to link them to make actions and sequences of movement.
- Enjoy communicating, collaborating and competing with each other.
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Rules, Strategies and Tactics • Healthy Participation <p>Real PE</p> <ul style="list-style-type: none"> • Creative Cog • Coordination: Sending and Receiving • Dynamic balance: Counter Balance 	<p>Know that...</p> <ul style="list-style-type: none"> • To compare their movements and skills with others means to think about the different parts of the body and how they move. • To select and link movements together to fit them means to try different movements and think about how they are using their body and equipment. • Compare means to find movements that are the same and different. • To make up their own rules and versions of an activity means to use ideas from other games. • To respond differently to variety of tasks means that they adapt and change their movements depending on the task, situation or stimulus. • A task is an activity that needs to be completed. • A situation means what is happening in a particular place at a particular time. • A stimulus is something that causes an increase action, feeling or thought. • Adjustment means to make their own small change to the movement. • Speed is the ability to move part of their body quickly. • Body position is the different parts of the body at rest or during a movement. <p><u>Coordination: Sending and Receiving</u></p> <ul style="list-style-type: none"> • To send with good accuracy and weight means that the object goes in the direction intending and with the correct speed • Accuracy means going in the correct place. • A backswing is the movement of a bat, racket or arm in a smooth backward movement. • To get in a good position to receive the ball means to move to where the ball is travelling • To collect a ball safely means to receive the ball with 'soft hands'. • Striking means to hit a ball. • Soft hands means that the hands are in a relaxed position ready to close the grip on the ball on contact making sure that the hands are the same shape as the ball. 	<p>Know how...</p> <ul style="list-style-type: none"> • To use their body and equipment for different movements. • To think about different parts of the body and how they move when comparing movements and skills. • To use others ideas to start with and then make their own adjustments. • To think about how movements and skills would fit together effectively. • To adapt or change movements depending on the task, situation or stimulus. • To consider speed and body positioning when looking at similarities and differences. <p><u>Coordination: Sending and Receiving</u></p> <ul style="list-style-type: none"> • To move their feet to get in line with the ball when receiving. • To keep their eyes focused on the ball throughout. • To use a backswing and follow through when striking with a partner. • To have soft hands when catching.

	<p><u>Dynamic balance: Counter Balance</u></p> <ul style="list-style-type: none"> • To maintain balance throughout means that their body has minimal wobble • To move smoothly and with control they need to keep their back straight and head up. • To coordinate movements with a partner they will need to communicate. • A short base is where their feet are together and close to the partners. 	<p><u>Dynamic balance: Counter Balance</u></p> <ul style="list-style-type: none"> • To keep their tummy tight and the body straight throughout when leaning in and apart when sitting. • To keep their back straight and head up when leaning in and apart when sitting. • To hold with straight arms when leaning back. • To hold onto a partner's forearms and communicate with them. • To perform a balance using a long base by leaning back and moving back in. • To perform a balance using a short base by leaning back and then in.
Vocabulary	<p>Adjustment: Changing how they stand or move to do better in exercises or games, like fixing their position to throw a ball farther.</p> <p>Body position: How they stand or move their body in PE to do activities correctly.</p> <p>Inline: In a line or straight, like standing or moving in a row.</p> <p>Respond: Doing what their teacher or coach asks they to do quickly and correctly.</p> <p>Short base: Standing with their feet closer together to help them balance better.</p> <p>Versions: Trying different ways of doing exercises or playing games in PE, like trying different ways to throw a ball or run.</p>	
Enrichment & wider development		



Year 3 - Spring 2: Netball

Milestone LO

- To pass and send the ball with accuracy.
- To demonstrate the correct techniques in a bounce and chest pass.
- To use simple tactics in a game.

Curriculum Links:

- Use running, jumping, throwing, and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Rules, Strategies and Tactics • Healthy Participation 	<p>Know that...</p> <p><u>Netball game</u></p> <ul style="list-style-type: none"> • Netball is fast-paced and requires fitness, speed and accuracy. • The positions are Goal Shooter (GS), Goal Attack (GA), Centre (C), Goal Defence (GD), and Goalkeeper (GK). • A netball court is divided into thirds with a shooting circles at each end. • A hoop is at the centre of a shooting circle. • Only a goal attack and goal shooter are allowed to score a goal inside the goal circle. • A game always starts with a centre pass. <p><u>Ball skills</u></p> <ul style="list-style-type: none"> • Control the ball means that they look after the ball and keep it close so that they have control of it. • To be ready to catch a ball means that their fingers are spread wide open to grip the ball and their hands are out in front of the body. • To watch the ball means that they keep their eyes on the ball all the way into the hands. • To move into position means that they get in line with the ball to stop it. • Aiming means throwing the ball in the correct direction towards a target. • In netball the ability to control, catch and keep the ball under control will greatly affect the success the they have in many other aspects of the game • To aim in netball means that it is used to pass and shoot the ball. • To be accurate means how close the ball can get towards the intended target, • To make a successful pass means that they need to think about the speed and the direction of the pass. • A chest pass is the most common pass used in netball that can allow the team to move up a court quickly. • A chest pass is a fast and flat pass and means to transfer the ball from their chest to the chest height of another player. • To execute a successful chest pass they need to hold the ball by spreading the fingers around the ball making a W shape with the thumbs. The ball in help at chest height with 	<p>Know how...</p> <ul style="list-style-type: none"> • To pass and receive the ball with control. • To select passes that keep possession. • To take up space/positions that make it difficult for opponents.

	<p>their elbows out and they push the ball away from their body by extending the arms forwards and flicking the wrists.</p> <ul style="list-style-type: none"> • To follow through with a ball means that the arms, wrists, hands and fingers go in the direction of the throw. • When receiving a ball, they must land with a landing foot and the other foot cannot move until they pass a ball. • To execute a successful bounce pass means that they hold the ball at chest height in front of the body, spread the fingers around the ball making a W shape with the thumbs, push the ball towards the floor by extending the arms so it bounces $\frac{3}{4}$ of the way between them and their partner. • To successfully pass a ball they need to think about who they are passing to and which pass is needed for it to be successful <p><i>Playing safely</i></p> <ul style="list-style-type: none"> • To move to a free space means that they look at where there are no other players. • <i>To move around safely means that they have their head up and are looking forwards to see where they are going by avoiding other players.</i> 	
Vocabulary	<p>Accuracy: How well they can hit or throw something exactly where they want it to go, like aiming for a target or scoring a goal. Aim: To try to hit or throw something accurately, like aiming for a goal or target in a game. Bounce Pass: Passing the ball by bouncing it on the ground towards a teammate, making it harder for opponents to intercept. Breathing: Taking in air and letting it out while playing sports or doing exercises, to keep their body going strong. Chest Pass: Passing the ball by holding it with two hands and pushing it from their chest to a teammate in a straight line. Control: To handle or manage something well, like controlling a ball or their body movements during games. Direction: The way something moves or points, like throwing a ball in the right direction or moving towards a goal. Explore: To try new things or discover different ways of doing activities, like trying different sports or exercises. Pass: To give the ball to a teammate in a game, like passing a soccer ball or basketball to someone on their team. Passing: Moving the ball or object to a teammate in a game, like passing a soccer ball or basketball to another player. Power: How strong or forceful their movement is, like kicking a ball hard or throwing a long pass. Score: To earn points in a game or sport by getting the ball or object into the goal or target area. Shoot: To kick, throw, or hit the ball towards the goal or target in a game, like shooting a basketball or soccer ball. Speed: How fast they can move or run, like sprinting to the finish line or running quickly during a game. Technique: The way they do something correctly, like using the right form when throwing, kicking, or shooting. Teamwork: Working together with other players to achieve a goal or win a game, like passing and supporting each other during a match</p>	
Enrichment & wider development		



Year 3 - Summer 1: Real PE

Milestone LO

- **Real PE LO::** I am learning to perform and repeat

Curriculum Links:

- Develop and apply control and balance in different ways.
- Learn how to use skills in different ways and to link them to make actions and sequences of movement.
- Enjoy communicating, collaborating and competing with each other.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Rules, Strategies and Tactics • Healthy Participation <p>Real PE</p> <ul style="list-style-type: none"> • Physical Cog • Static Balance: Floor Work • Agility: Reaction/ Response 	<p>Know that...</p> <ul style="list-style-type: none"> • To perform a range of skills with some control and consistency means that they have to think about the footwork and keep the eyes focused on the ball. • Footwork is the way in which they move their feet • To keep their eyes focused on the ball means that they look at where it as and follow its movement. • To perform a sequence of movements they will need to change in level, direction and speed. • Change in level means how high or low parts of their body will be. • To change direction and speed they will need to think about their footwork and position of the body. • Moving their feet, instead of stretching, to reach a ball will help to have more control. • Moving their centre of gravity forwards can help they to move quickly • Centre of gravity is when we are balanced over our feet. • Consistency means that they can do an action in the same way <p><u>Static Balance: Floor Work</u></p> <ul style="list-style-type: none"> • To balance and hold a specific position they need to think about the position of their hands, knees, back straight and tummy tight. • A full front support position is a support position where the shoulders are over the hands and the arms are extended, the back and hips are flat to create a slope (like a press up position). • Transfer means to move an object from one place to another. • To maintain balance throughout they keep their hands in line with their shoulders. • To balance and hold the correct position means that their back is straight and flat <p><u>Agility: Reaction/ Response</u></p> <ul style="list-style-type: none"> • A ready position is when their knees are bent and their feet are apart – front to back. • To be in a ready position means that they can react and move quickly. 	<p>Know how...</p> <ul style="list-style-type: none"> • To keep their head up and eyes open, to ensure they are moving safely in the space. • To start with simple movements and begin to add more difficult ones. • To keep their eyes focused on a ball to keep good control. • To use footwork to move in line with the ball when receiving. • To lean forward to help move quickly. • To perform a sequence of movements to achieve the desired result. • To move the feet rather than stretch. • To take the centre of gravity forwards. • To control the quality of a movement • To perform skills in different directions / both sides of the body with control and consistency. <p><u>Static Balance: Floor Work</u></p> <ul style="list-style-type: none"> • To keep their hands in line with their shoulders to maintain a balance. • To keep their legs straight and stretched out when changing balance or position. • To balance and hold a position that involves keeping a straight, flat back. • To transfer an object on and off the back whilst in a front support position. <p><u>Agility: Reaction/ Response</u></p> <ul style="list-style-type: none"> • To take up a ready position with their knees bent and feet apart. • To start quickly and accelerate by pushing off hard with their feet. • To use their knees to help them slow down after running. • To bend the knee on the catching leg and take the weight back.

	<ul style="list-style-type: none"> • To slow down with control after catching means that they move their feet to get the ball and bend their knees • To bend the knee on the catching leg and take the weight back will help them to stop quickly.
Vocabulary	<p>Centre of gravity: The point inside their body where their weight is balanced and everything feels stable, like when they're standing on both feet.</p> <p>Consistency: Doing something the same way every time, like always hitting a ball in the same way during a game.</p> <p>Correct: Doing something the right way, like using the correct form when kicking a ball or throwing.</p> <p>Extend: Making something longer or stretching it out, like reaching their arms up high or kicking their legs out far.</p> <p>Sequences: Doing things in a certain order, like steps in a dance routine or moves in a game.</p> <p>Striking: Hitting something with their hand, foot, or an object, like striking a ball with a bat or kicking it with their foot.</p> <p>Weight: The force exerted by their body downwards towards the ground.</p>
Enrichment & wider development	



Year 3 - Summer 1: Tennis

Milestone LO

- To hit a tennis ball with control.
- TO be able to move and change directions to receive and return a ball.
- To hit and return a tennis ball into a space during a game.

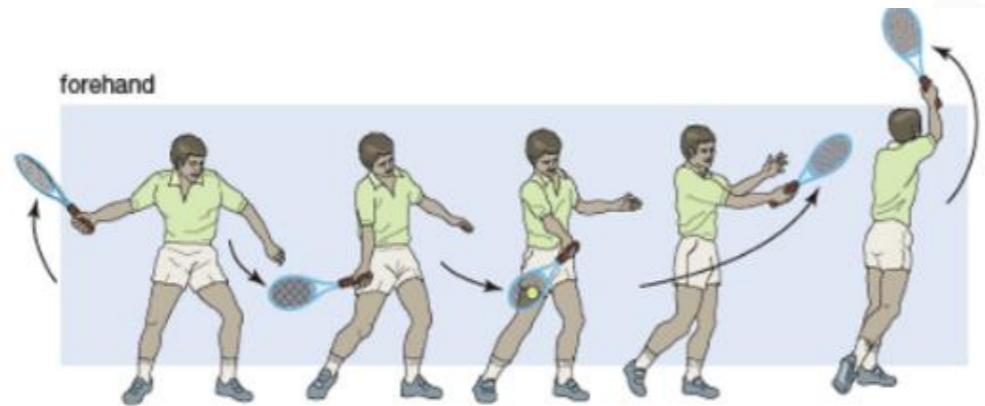
Curriculum links:

- Use running, jumping, throwing, and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

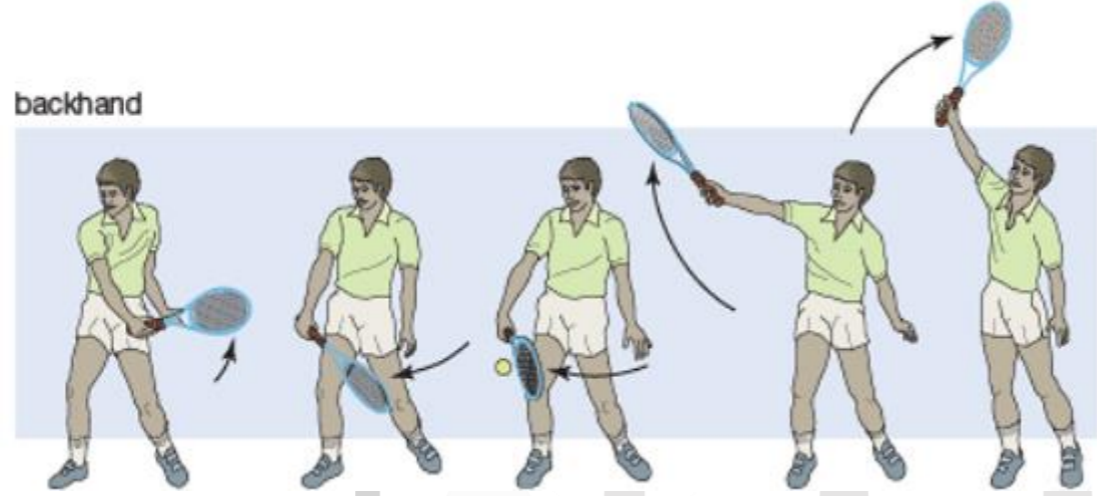
Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Rules, Strategies and Tactics • Healthy Participation 	<p>Know that...</p> <p><u>Tennis</u></p> <ul style="list-style-type: none"> • Tennis is a racket sport played on a rectangular court divided by a net and is usually played 1v1 (singles) or 2v2 (doubles). • Tennis can be played on grass, clay, hard court or even carpet. • Points are scored by hitting a tennis ball over the net and into the opponent's side of the court in a way that the opponent cannot return it. • To handle the ball means to move with it, react to collecting it and use it effectively to play a game. <p><u>Racket and ball skills</u></p> <ul style="list-style-type: none"> • To control the ball means to keep it close and have control of it. • To receive the ball means to get into the correct position to receive the ball sent to be able to return it. • The tennis grip means how they hold the tennis racquet in their hand. • A forehand shot means a shot hit from the racket-arm side of the body. • A forearm stance means to turn sideways to the net with the feet shoulder width apart. • To perform the forearm shot means that their arm takes a backswing then they take the arm back and bring forward in the shape of a shallow C. • To make the shape of a shallow C means that they take the racket head back above the hand, lowers it at the end of the backswing and swings it forward and slightly upwards to hit the ball when the racket is level with the front foot to follow through. 	<p>Know how...</p> <ul style="list-style-type: none"> • To perform basic skills needed for the games with control and accuracy, including throwing and stopping the ball. • To perform a basic forehand action. • To throw/ send a ball using a variety of techniques. • To take up space/ positions that make it difficult for opponents. • To keep a rally going.

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- A backhand is a shot which is struck on the opposite side of the body to the racquet hand.



- To perform the two handed backhand shot means that their dominant hand is at the bottom in a v grip and the non-dominant hand is above, they take the racket across the body back and forward and make the shape of shallow C as they follow forward.
- A rally means a series of shots where the ball goes back and forth between the players.
- A cooperative rally means that they try to keep the ball travelling back and forth for as long as possible

Vocabulary

Accuracy: How well they can hit or throw something exactly where they want it to go, like aiming for a target or scoring a goal.
Aim: To try to hit or throw something accurately, like aiming for a goal or target in a game.
Bounce: To make something, like a ball, spring back after hitting a surface, like bouncing a basketball on the ground.
Catch: To grab or receive something that is thrown or moving towards them, like catching a ball in their hands.
Cooperative: Working together with others towards a common goal or to complete an activity, like cooperating with teammates in a game.
Control: To handle or manage something well, like controlling a ball or their body movements during games.
Court: The area where a game, like tennis, is played on a tennis court.
Direction: The way something moves or points, like throwing a ball in the right direction or moving towards a goal.
Free Space: Area without any obstacles or other people, like having space to run freely or move around.
Movement: Changing position or location of their body, like running, jumping, or dancing.

	<p>Partner: Someone they work with or play with, like a teammate in a game or a dance partner.</p> <p>Power: How strong or forceful their movement is.</p> <p>Send: To throw, kick, or hit something to someone else, like sending a pass to a teammate.</p> <p>Space: The area or room around them, like having enough space to move freely during an activity.</p> <p>Swing: To move back and forth or side to side.</p> <p>Target: The object or place they aim for</p>
<p>Enrichment & wider development</p>	



Year 3 - Summer 2: Real PE

Milestone LO

- **Real PE LO:** I am learning about how and why the body changes

Curriculum Links:

- Develop and apply control and balance in different ways.
- Learn how to use skills in different ways and to link them to make actions and sequences of movement.
- Enjoy communicating, collaborating and competing with each other.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Rules, Strategies and Tactics • Healthy Participation <p>Real PE</p> <ul style="list-style-type: none"> • Health and Fitness Cog • Static Balance: Stance • Agility: Ball Chasing 	<p>Know that...</p> <ul style="list-style-type: none"> • To say how their body feels before, during and after exercise means to describe the changes in their body. • To describe the changes in their body they need to think about how their breathing feels, how their muscles feel and their body temperature. • Their heart rate will increase as they work harder which means that it beats faster. • Their breathing rate will increase the harder they exercise which means that the breathing will get faster. • When they exercise their body will sweat as their body temperature increases. • To use move and land safely means to have a good technique and posture. • Posture means the position that their body is in at rest or during movement. • Moving and using their body correctly will help prevent injury • Sweating helps to regulate our body temperature. • Warming up before exercise helps to prevent injury by gradually warming up the muscles and raising the body temperature. • Warming up help to mentally prepare for the activity. • During exercise the muscles need more oxygen which is why their breathing rate increases. • When they exercise the blood flow to the muscles increases and they get warmer and contract, relax and stretch more easily. <p><u>Static Balance: Stance</u></p> <ul style="list-style-type: none"> • The balls of their feet are on the bottom of their foot where the toes attach to the foot. • To balance with control, the back must be straight and the head up. • To balance with both feet facing forwards they need to keep their feet shoulder width apart with the knees bent. • To balance with their feet still they need to have the weight on the balls of their feet. • To balance with control means that there is minimal wobble. • To balance with control they need to keep their back straight and their head up. <p><u>Agility: Ball Chasing</u></p> <ul style="list-style-type: none"> • To arrive in the correct position at the correct time, they need to keep watching the ball and move their feet quickly. 	<p>Know how...</p> <ul style="list-style-type: none"> • Changes in their body will happen during and after exercise. • Changes to the body during and after exercise will increase increased body temperature, heart rate and breathing rate. • Fundamental Movement Skills help them to move and land safely. • To develop good technique, posture and the use of equipment can help them to stay healthy • To move and use the body correctly to prevent injury. • To warm up to prepare mentally for the activity <p><u>Static Balance: Stance</u></p> <ul style="list-style-type: none"> • To keep their feet shoulder width apart and the knees bent to keep a balanced stance when balancing on a line. • To keep the weight on the balls of their feet to have a balanced stance • To keep their back straight and head up to keep a balance • To balance with control when on a raised beam. <p><u>Agility: Ball Chasing</u></p> <ul style="list-style-type: none"> • To start quickly and accelerate by pushing off hard with their feet. • To watch the ball and concentrate on timing to arrive at the ball at the correct time.



	<ul style="list-style-type: none"> • To collect a ball with balance and control they need to focus on getting into a balanced position with the weight forward. • To start quickly means to accelerate by pushing off hard with their feet and driving the arms from 'hips to lips'. 	<ul style="list-style-type: none"> • To get into a balanced position with the weight forward. • To accelerate by pushing off hard with their feet and driving the arms
Vocabulary	<p>Accelerate: To go faster or speed up, like running faster during a race or speeding up their bike.</p> <p>Cool down: To do gentle exercises or stretches after physical activity to help their body relax and cool off, like stretching their muscles after playing sports.</p> <p>Maintain: To keep something the same or continue doing something, like maintaining their balance on a beam or maintaining a jog during a run.</p> <p>Raise: To lift or move something higher, like raising their hand or raising their arms during exercise.</p> <p>Transfer: To move something from one place to another, like transferring their weight from one foot to the other during a dance move.</p> <p>Warm up: To do light exercises or movements before starting more intense physical activity to prepare their muscles and body, like jogging slowly before running or stretching before playing sports.</p> <p>Weight: How heavy something is, like the weight of a ball they're throwing or the weight of their body when standing.</p>	
Enrichment & wider development		



Year 3 - Summer 2: Hockey


Milestone LO

- To hold the hockey stick safely and correctly.
- To use a push pass and control the ball while moving.
- To dribble, tackle and shoot during a game.

Curriculum links:

- Use running, jumping, throwing, and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Rules, Strategies and Tactics • Healthy Participation 	<p>Know that...</p> <p><u>Hockey</u></p> <ul style="list-style-type: none"> • An invasion game is when two teams play each other and try to score points in their opponents goal • Hockey is a kind of invasion game that is played by two teams of eleven players • Field hockey is a team sport that is played on grass or artificial turf. • Hockey is a non-contact sport. • Players must use a curved stick to dribble, pass and shoot the ball. • Field hockey requires a combination of skills including speed, agility, hand-eye coordination, and teamwork. • To understand and follow the rules of the game will result in a successful outcome. <p><u>Hockey stick and stance</u></p> <ul style="list-style-type: none"> • The hockey stick is always to be kept below waist height otherwise it is a foul. • The stick must be used on the flat side otherwise it is a foul. • The correct stance in hockey means that the knees are slightly bent, bend forward from the waist, and keep the back straight to adopt a low position to place the head of the hockey stick on the ground. <p><u>Ball control</u></p> <ul style="list-style-type: none"> • To dribble with the hockey stick it should be held with the left hand at the top of the handle and the right hand near the middle of the stick. • The stick must be used on the flat side otherwise it is a foul. • Dribbling is the ability to move with the ball under control. • To control the ball they keep it close and try to keep the ball in contact with the stick when dribbling • When dribbling they must hold the stick in 2 hands at all times when dribbling • Passing is the skill of sending the ball to a target, usually a teammate. • Passing is an attacking skill that a team uses to try and progress up the pitch towards an opponent's goal. 	<p>Know how...</p> <ul style="list-style-type: none"> • To move with a ball keeping it under control. • To develop control and technique • To pass/send a ball with increasing accuracy and at different speeds. To shoot/ score with some success. • To apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending).

	<ul style="list-style-type: none"> • Attacking means the physical act of dribbling or passing (push/drive/sweep) the ball in order to create the opportunity to score. • Defending means the physical act getting the ball out of the possession of the opponent or otherwise preventing them from passing, dribbling or scoring. • A push pass is used to move the ball over a short distance as it gives them the most control over the ball. • A push pass means that their stick will stay in contact with the ball until it is released. • Good ball control means that it can meet the needs of the game. • A slap pass is stronger and faster for hitting the ball than a push pass. • A slap pass is when they swing the stick away from the ball a short distance and then swing it forward to 'slap' the ball whilst keeping the head of the stick in contact with the ground at all times. • The faster the stick is swung the harder the ball will be hit and travel. • Shooting is the skill of striking the ball towards a target and trying to score a point/goal. • To shoot means to aim the shot at a target and be sent towards a target. • Accuracy means how well the shot is aimed at the target 	
Vocabulary	<p>Aim: To try to hit or throw something accurately, like aiming for a goal or target in a game.</p> <p>Attack: Trying to score points or goals by moving towards the opponent's goal.</p> <p>Control: To handle or manage something well, like controlling a ball or their body movements during games.</p> <p>Decision Making: Choosing what to do in a game or activity, like deciding whether to pass the ball or shoot.</p> <p>Defence: Trying to stop the other team from scoring, like blocking shots or stealing the ball in sports.</p> <p>Direction: The way something moves or points, like passing a ball in the right direction or moving towards a goal.</p> <p>Dribbling: Moving with the ball while keeping it close to their feet or hands.</p> <p>Opposition: The other team or player they are competing against, like playing against another team in a game.</p> <p>Passing: Moving the ball or object to a teammate in a game, like passing a soccer ball or basketball to another player.</p> <p>Possession: Having control of the ball or object during a game or activity, like keeping possession of the ball in soccer.</p> <p>Push Pass: Passing the ball by pushing it with a stick or hand towards a teammate, like in field hockey or ice hockey.</p> <p>Shoot: To kick, throw, or hit the ball towards the goal or target in a game, like shooting a basketball or soccer ball.</p> <p>Slap Pass: Passing the ball by slapping it with a stick towards a teammate, like in field hockey.</p> <p>Speed: How fast they can move or run, like sprinting to the finish line or running quickly during a game.</p> <p>Stick: The equipment used to handle the ball or puck in sports like hockey or lacrosse.</p> <p>Stop: To halt movement or bring something to a standstill, like stopping a ball or player from advancing.</p> <p>Teamwork: Working together with other players to achieve a goal or win a game, like passing and supporting each other during a match.</p> <p>Turn: Changing direction or facing a different way, like turning with the ball to avoid defenders or turning to shoot</p>	
Enrichment & wider development	