

<p><u>Aims</u> The National Curriculum for Physical Education aims to ensure that all pupils</p> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead, healthy, active lives <p>Statutory Objectives-</p> <ul style="list-style-type: none"> Pupils should be taught to run, jump, throw, catch in isolation and in combination Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending Take part in outdoor and adventurous activity challenges both individually and as a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Pupils should be taught to develop flexibility, strength, technique, control and balance <p><i>*The objectives shown below are non-statutory guidance to support the planning and delivery of Physical Education at Riverside Primary School.*</i></p>	Year 3 themes					
	Go Explore! (Split into two terms)		The Egyptian Life (Split into two terms)		Moorland life (whole term athletics and sports day preparation)	
Pupils should develop fundamentals of movement:- Multi-skills	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
To demonstrate an effective running technique.	✓			✓		✓
To demonstrate jumping and landing skills.	✓			✓		
To demonstrate shooting skills.	✓			✓		
To consolidate and improve the quality of their techniques and skills.	✓			✓		
To demonstrate basic ball control.	✓			✓		
To dribble with the ball.	✓			✓		
To pass the ball with control and accuracy.	✓			✓		
To change direction with the ball.	✓			✓		
To demonstrate kicking techniques.	✓			✓		
To demonstrate how to stop a ball.	✓			✓		
To shoot at a target.	✓			✓		
To demonstrate agility and Balance	✓			✓		
To strike a ball with control.	✓			✓		
To move with co-ordination and control.	✓			✓		✓
Sprint speed	✓			✓		✓
Use a range of throwing techniques (such as under arm, over arm).	✓			✓		✓
Throw with accuracy to hit a target or cover a distance.	✓			✓		✓
Throwing and catching						

To throw the ball with control and accuracy.		✓				
To catch the ball with control.		✓				
To keep possession of the ball.		✓				
To bounce the ball with control.		✓				
To run with the ball whilst bouncing.		✓				
To successfully avoid opponents.		✓				
To successfully pass to team mates.		✓				
To be aware of and utilise space.		✓				
To choose appropriate skills and actions to use in a game.		✓				
Consolidate and improve the quality of their techniques and skills.		✓				
Recognise good performance and the parts that need improving.		✓				
To demonstrate basic throwing skills, under arm and over arm.		✓				
To strike a ball with control.		✓				
To catch a ball whilst moving.		✓				
To run with speed and control.		✓				
To play to the rules of the game.		✓				
To choose tactics appropriate to the game.		✓				
To jump to catch a ball.		✓				
Bat and ball skills						
To catch a ball with control.			✓			
To bounce the ball with control			✓			
To demonstrate basic throwing skills, under arm and over arm.			✓			
To throw accurately and with control.			✓			
To strike a ball with control.			✓			
To catch a ball whilst moving.			✓			
To run with speed and control.			✓			
To play to the rules of the game.			✓			
To choose tactics appropriate to the game.			✓			
To strike a ball with control.			✓			
To jump to catch a ball.			✓			
Athletics						
Sprint over a short distance up to 60 metres.				✓		✓
Run over a longer distance, conserving energy in order to sustain performance.				✓		✓
Use a range of throwing techniques (such as under arm, over arm).				✓		✓
Throw with accuracy to hit a target or cover a distance.				✓		✓
Jump in a number of ways, using a run up where appropriate.				✓		✓
Compete with others and aim to improve personal best performances.				✓		✓
To demonstrate coordination and agility when hurdling.				✓		✓

Health and wellbeing						
To know the immediate effects of exercise on the body – raised heartbeat, increased temperature.	✓	✓	✓	✓	✓	✓
To know the long term effects of exercise on the body – improves health, makes you feel good, healthy body weight.	✓	✓	✓	✓	✓	✓
To know that exercise strengthens bones and muscles.	✓	✓	✓	✓	✓	✓
To participate in a warm up and understand the reasons why.	✓	✓	✓	✓	✓	✓
To participate in a cool down and understand the reasons why.	✓	✓	✓	✓	✓	✓
To know the social benefits of exercise – teamwork, cooperation, sharing.	✓	✓	✓	✓	✓	✓

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	<ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead, healthy, active lives <p>Statutory Objectives-</p> <ul style="list-style-type: none"> Pupils should be taught to develop flexibility, strength, technique, control and balance To perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p><i>*The objectives shown below are non-statutory guidance to support the planning and delivery of Physical Education at Riverside Primary School.*</i></p>	Go Explore (Whole class dance, Tribal African dance)		The Egyptian Civilisation (Egyptian styled partner dance, mystery dance)		Moorland Life (Dartmoor Dancing Stones) (Groups/partners)
Acquiring and developing skills (Stimulating and Exploring Movements)	Term 1	Term 2	Term 3 and 4	Term 5	Term 6	
To respond to a different type of stimuli.	✓					
To respond imaginatively to a simple structure.	✓					
To understand that dance plays an important part in other cultures.	✓					
To know and perform that basic dance actions with some understanding of mood and feeling in relation to the dance idea.	✓					
To copy and perform their dance movements.	✓					
To change and vary their actions, interpretation words into appropriate movements and gestures.	✓					
To respond to a different type of stimuli.	✓					
To use a stimuli as a starting point for their dance.		✓				

To select and apply appropriate movement for their dance idea.		✓			
To copy and perform set steps.		✓			
To rehearse and remember a class motif.		✓			
To use a high and low movements.		✓	✓		
To explore and develop movements initiated by the stimulus.			✓		
To repeat hand sequences.			✓		
To follow and repeat hand movements.			✓		
To use dynamic and express qualities clearly and with control.			✓		
To respond imaginatively to stimuli. (story and music- murder mystery- cluedo).			✓	✓	
To understand that ideas initiated by a story can be translated into movement.			✓	✓	
To remember their group motifs.			✓	✓	
To structure a dance with a partner.			✓	✓	
To explore a new stimuli. (Pictures of Dartmoor, clips of Dartmoor).					✓
To perform the actions of jumping with greater control.					✓
To display clarity of body shape.					✓
To link movements/sections together using appropriate transitional movement.					✓
Selecting and applying skills, tactics and compositional ideas. (Creating and performing)					
To create a class motif from a stimuli. (+4 movements).	✓				
To count a beat of +4 from the music.	✓				
To structure themselves into their dance spaces.	✓				
To know and perform that basic dance actions with some understanding of mood and feeling in relation to the dance idea.	✓				
To perform a whole class dance. (Record).	✓				
To create a class motif together with 8 movements.		✓			
To perform with a sense of phrasing, rhythmically and musically.		✓			
To be able to structure themselves as a group into dance spaces.		✓			
To produce group motifs.		✓			
To link group motifs into their class motif using unison.		✓			
To repeat, remember and perform the phrases in a dance.			✓		
To use props to convey mood in a dance.			✓		
To share and create dance phrases with a partner and small group.		✓	✓		
To understand how dance communicates character moods, ideas and feelings.			✓		
To perform a dance that reflects moods, ideas and feeling.			✓		
To understand and use acceleration and deceleration.			✓		
To perform a dance with expression. (Other year group).			✓		
To perform imaginatively in character.				✓	✓
To create group motifs (x2-16 different movements).				✓	✓

To perform a group dance to the class.				✓	✓
Type of Dance					
To perform a whole class dance. (Record)	✓				
To produce group motifs.				✓	✓
To work in a small groups to develop movement.					✓
To perform a group dance to the class.					✓
To work in partners to create movement.			✓	✓	
To structure a dance with a partner.			✓	✓	
To perform a partner dance to the class.			✓	✓	
Evaluating and improving performance.					
To observe themselves and others dancing.	✓				
To observe each other in dance and describe what they can see.	✓				
To observe each other dancing and say what they like or can be made better.		✓			
To observe each other in dance and begin to use key vocabulary.			✓		
To observe each other in partners and say what they like and can improve in their dance.			✓		
To recognise and talk about the movements used and the expressive qualities of the dance.				✓	✓
To describe and evaluate some of the compositional features of dances performed with a partner and in a group.		✓	✓	✓	✓
Knowledge and understanding of fitness and health.					
To know they need to warm up and cool down for dance.	✓	✓	✓	✓	✓
To understand the importance of warming up and cooling down.	✓	✓	✓	✓	✓
To be able to keep up activity over a period of time and know they need to warm up and cool down for dance.			✓	✓	✓
To create their own warm up and cool down for dance.				✓	✓

GYMNASTICS			
Unit 1	Unit 2	Unit 3	Unit 4
Stretching, Curling and Arching	Symmetry and Asymmetry	Pathways	Travelling with change of front and direction
Travel showing a range of curled/stretched shapes. Join together 2 or more contrasting actions	Identify symmetry/asymmetry. Show symmetrical and asymmetrical balances on different body parts	Flexible/direct pathways. Show different ways of travelling along pathways	Identify change of front- ie quarter, half and three quarter turning jumps

<i>Stretched/arched/curled balances</i>	<i>Travel, jump, roll, spin symmetrically/asymmetrically</i>	<i>Understand different speeds and levels</i>	<i>Move in a variety of ways using different directions- sideways, forwards, backwards, diagonal</i>
<i>Use different levels, speeds and directions when travelling and balancing in shapes</i>	<i>Link travel and balance together smoothly showing a range of levels</i>	<i>Identify acceleration/deceleration within a movement or movements</i>	<i>Travel in same direction but change the way you face eg bunny hops, cartwheel</i>
<i>Partner work- match stretched shapes, facing each other/one behind other</i>	<i>Sequence of travel, jump, roll, spin and balance –showing symmetry/asymmetry, levels, smooth linking</i>	<i>Perform sequence showing flexible/direct pathways –individual and with partner</i>	<i>Join 2 movements together that make you change the direction eg sideways roll-forward roll</i>
<i>Sequence work with partner work-match movements/contrast movements</i>	<i>Perform simple sequence side by side with partner showing symmetrical/asymmetrical shapes</i>		<i>Sequence- travel- change of face, travel in new direction</i>