



**Year 3 PE Progression of Knowledge, Skills & Vocabulary**

<b>Content</b>	<b>Core Tasks</b>	<b>Knowledge and Skills</b>	<b>Key Concepts</b>	<b>Vocabulary</b>	<b>Assessment</b>
<p><b>Games</b> <b>Unit – Ball handling skills</b></p>	<p>The aim of the game is to score points by bouncing the ball in a target hoop, or by knocking over a target skittle. Place a hoop or skittle in a target circle. The playing space extends all around this circle, but players are not allowed to enter the circle. Play the game 4v2, and later, 4v3. Both teams can travel with the ball by bouncing it. There is no physical contact.</p>	<p>Improve skills of travel, travel with, send chase, receive, aim, chase, dribble avoid, dodge, attack, defend, movement into/out of space.</p>	<p>Experience small-sided and modified competitive net, striking/fielding and invasion games.</p> <p>Use simple tactics.</p> <p>Apply simple rules and conventions.</p> <p>Develop into making up small-sided games; playing games in pairs/small groups.</p>	<p>Send, receive, dodge, avoid, run, catch, throw, aim, chase, dribble, control, accurate, space, rules</p>	<p>Control, strike, catch a ball whilst moving and keep possession with some accuracy.</p> <p>Accurately pass to someone else and be aware of space and how to use it.</p> <p>Choose simple tactics for sending and defending.</p> <p>Influence the conditioned games with opponents.</p> <p>Describe what others do well.</p> <p>Talk about why it is important to warm up / cool down and lead a partner through short warm up routines.</p>
<p><b>Games – Unit title</b> <b>Striking and fielding games – throwing and catching</b></p>	<p>The aim of the game is for the batter to hit the ball forward into the field of play and score points by running around a marker as many times as possible before the fielding team return the ball to base. The batter hits the ball off a low/high tee into the field of play. The players field the ball and then pass it to each other. When all fielders have touched the ball and returned the ball to base, the</p>	<p>Improve skills of: travel, travel with, send, chase, receive, avoid dodge, attack, defend, movement into/out of space.</p>	<p>Experience: small-sided and modified competitive net, striking/fielding and invasion games; using simple tactics; applying simple rules and conventions. Develop: making up small-sided games; own game practices; playing games in pairs/small groups.</p>	<p>Send, receive, throw, catch, roll, control, strike, target, accurate, space, rules, contact point, fielding, release point, field of play.</p>	<p>Control, catch, send and receive a ball accurately whilst moving and keeping to the rules.</p> <p>Attack and defend in a small sided game.</p> <p>Take part in a conditioned game with an understanding of tactics and rules and use this to help improve performance.</p> <p>Understand and use principles of exercise activities for warming up and recognise how exercise is good for health.</p>



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	batter stops scoring. Change round after 4 strikes. Play the game in groups of 4.				
<b>Athletics Unit Title – Athletic Challenges</b>	To develop the stamina to keep going (jogging) for 2 minutes; to be able to participate in, officiate, record and evaluate an athletic 'triathlon' event consisting of a run (sprint or distance), a jump (single or combination) and a throw (using a push, pull or sling action as appropriate).	Copy, repeat and evaluate simple athletic skills and actions (run, throw, jump) showing control and co-ordination.  Improve skills of running, jumping and throwing.  Give reasons for why warming up in athletics is important and athletic activities are good for your health.  Observe and describe a partner's running/throwing/jumping action.	Experience a variety of running, jumping and throwing techniques.  Understand the limits of personal performance.  Apply simple rules and conventions of athletic events.  Use simple tactics to improve performance.	Push, pull, lift, turn, screw, press, rotate, jerk, swing, circle, shake, link, action, reaction, motif, flow, dynamics, rhythm, timing.	Run at a speed appropriate to the distance to be completed.  Jump for distance accurately from a standing position and take a running jump.  Demonstrate a range of throwing actions using a variety of objects.  Recognise a change in heart rate, temperature and breathing rate during exercise.
<b>Gymnastics Unit Title – Patterns and pathways</b>	Create and perform a floor sequence using travel and balance actions. Make sure the sequence includes an arm pattern, a whole body movement pattern and a clear pathway.	Develop a broad range of skills.  Link actions to make sequences of movement.  Understand how to improve and evaluate own success.  Develop flexibility, strength, technique, control and balance.	Linking travel and balance actions into short movement phrases.  Exploring travel actions following different pathways.  Exploring arm actions and linking them into arm pattern phrases. Using movement patterns as a basis to plan movement phrases.	Lead and follow, responsibility, appropriate, remember, recall, repetition, movement pattern, arm pattern, clear pathway, travel, balance, improve, add, adapt, include, change, extend, variety, complexity, observe, suggest, perform, movement quality, stretch, focus, control, spiral, space, safety.	Copy, remember, explore and repeat gymnastics actions with consistent control, co-ordination, quality and clarity.  Select and link gymnastics actions fluently into longer movement phrases and can apply basic compositional ideas.  Describe my own and others work noting similarities and differences and make suggestions for improvements.  Work safely, handling a range of hand, small and large apparatus and recognise changes in the body giving reasons why PE is good for health.
<b>Gymnastics Unit Title – Hand Apparatus</b>	Create and perform a floor sequence using travel and balance actions. Make sure the sequence includes an arm pattern, a whole body	Develop a broad range of skills.  Link actions to make sequences of movement.	Involving hand apparatus in performance of gymnastics actions. Performing gymnastics actions and using hand apparatus showing changes in speed, level and direction. Linking actions involving hand apparatus into movement phrases	Lead and follow, responsibility, appropriate, remember, recall, repetition, movement pattern, arm pattern, clear pathway, travel, balance,	Copy, remember, explore and repeat gymnastics actions with consistent control, co-ordination, quality and clarity Select and link gymnastics actions fluently into longer movement phrases and can apply basic compositional ideas.



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	<p>movement pattern and a clear pathway.</p>	<p>Understand how to improve and evaluate own success.</p> <p>Develop flexibility, strength, technique, control and balance.</p>		<p>improve, add, adapt, include, change, extend, variety, complexity, observe, suggest, perform, movement quality, stretch, focus, control, spiral, space, safety</p>	<p>Describe my own and others work noting similarities and differences and make suggestions for improvements</p> <p>Work safely, handling a range of hand, small and large apparatus and recognise changes in the body giving reasons why PE is good for health</p>
<p><b>Dance</b> <b>Unit Title – The Solar System</b></p>	<p>Create and perform a dance individually, with a partner or a small group, based on the idea of 'solar system'. Make sure you use changes in speed, strength, level, direction and space in your dance.</p>	<p>Improve skills of travelling, jumping, turning, stillness, gesturing; changing shape/size/level/direction. Increase the range of body actions; compose, practice and perform actions with control.</p>	<p>Experience a range of stimuli and accompaniment; creating and performing different movement patterns, including those from different times, places and cultures.</p> <p>Make own dances with clear beginning/middle/end. Develop an understanding of different dance elements; control, co-ordination, poise, elevation; using simple compositional ideas.</p>	<p>Planets, stars, Saturn, straight pathway, circular pathway, shooting stars, circles, sink, explode, continuous, smooth, spiky, sharp, solar system, stillness, travel, jump, turn, gesture, unison, canon, lead and follow, contact, meet and part, direction.</p>	<p>improvise freely individually and with a partner.</p> <p>translate ideas from a variety of stimuli into movement.</p> <p>compare, develop and adapt movement motifs to create longer dances.</p> <p>Use dance vocabulary to compare and improve.</p> <p>work safely, recognise changes in the body give reasons why PE is good for health</p>
<p><b>OAA – Cooperation, communication and consideration</b></p>	<p>Complete a number of problem-solving tasks, to allow pupils to develop the 3 Cs of team work; Co-operation, Communication and Consideration. Include the following areas;</p> <ol style="list-style-type: none"> <li>1. Interact positively work together to solve problems and perform a range of tasks.</li> <li>2. Design, create simple plans and maps and orientate to North, follow map markers and then follow a range of trails and journeys.</li> <li>3. Collect, build, assess risks and light a fire successfully.</li> </ol>	<p>A range of sequential learning experiences that allow pupils to venture successfully in the outdoors. Respond to different challenges and problem-solving tasks.</p>	<p>Challenge, teamwork, trust, communication and co-operation, solving problems in small and large groups, understanding trails and maps, designing risk assessments and controlling risk factors.</p>	<p>Alphabet, communication, problem solving, trust, support, Photos, trails, control cards, control markers, arrows, direction, accurate, star, problem. north arrow, orientate, map reading.</p>	<p>Interact positively and can work together to solve and perform a range of tasks</p> <p>Interact positively and can work together to design and follow trails</p> <p>To recognise hazards, assess the risks and take action to control the risks</p> <p>Work together to create simple plans and maps, orientate to North and follow map markers.</p>



	Cook on a fire and consider self-survival.				
<b>Swimming - Beginners</b>	<p>The aim for beginners is to achieve a basic understanding of front crawl and backstroke, developing the key core skills to enable the swimmer to be at ease in the water and achieving the basic skills to be able to swim short distances which can be developed in over time. The swimmers should be able to identify good technique in their peers and are as for development, which will help with their understanding of their own ability. All swimmers should be aware of the dangers of open water and techniques for staying safe should they fall into water, including being comfortable with water on their faces and floating on their backs to gain control of their breathing.</p>	<p>Use a range of strokes to swim competently, confidently and proficiently over a distance of at least 25 metres. Perform safe self-rescue in different water based situations.</p>	<p>buoyancy, floating, streamlined, submerging, front crawl, backstroke, breaststroke</p>	<p>backstroke legs, push and glide, streamlined, submerging, rotation, control, front crawl arm, alternating, action, mushroom float, star float, breathing, buoyancy, leg kick, noodles, surface, underwater</p>	<p><b>Stroke</b> move around the pool independently. Float with the use of aid. Travel on my front and/or back with aids. Travel on my front or back without aids. Travel 10 metres on my front or back without aids. <b>Confidence or skill development</b> Blow bubbles. Submerge whole head. Float without aids. Push and Glide. Jump into the water.</p>

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Love and Learn in the footsteps of Christ