



Orton Wistow Primary School – Curriculum Plan



Subject : PE

Year : Year 3

Term : Autumn



Vocabulary

Define the word and include etymology if useful.



Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing



Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing



Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Multi Skills:

Running/Stopping - Some children will not naturally run/stop with space in between their feet. If this is the case you could ask them to run with feet either side of the set point.

Changing Direction & Keeping Balance - To remained balanced when changing direction the children should shuffle their feet with a slight bend at the knee without ever crossing them. Children crossing legs will be slower and risk falling over.

Stopping/Catching - When stopping/catching it is important that the children place their hands close together.

Children will know running and stopping is used to show an awareness of how the body functions/changes during exercise. It shows how agility can improve.

Children will know to change directions and keeping balance is used to develop coordination and identify functions of the body and how they change during exercise.

Children will know stopping and catching is used to display a degree of competency, in isolation and varied environments.

Children will know the basic movements to employ simple tactics in competitive environments

Children will understand how to use simple body functions to run over a set distance and be able to stop.

Children will understand how to use coordination to maintain a balanced position, based on the understanding of which body parts need to be where.

Children will understand how to use hand to eye coordination to throw and catch a ball, whether it be in isolation or a varied environment. Show an understanding of the correct positioning of hands to stop a ball.





Children will understand how to work effectively as a team to collaboratively demonstrate simple tactics in a competitive environment.

Children will be able to show agility by coordinating their feet so they can perform a basis running motion. Making sure that the knees are bending when stopping.





Children will be able to maintain balance when changing from different bodily positions by using coordination. Legs apart, hips slightly down, with the back arched.

Children will be able to stop a ball by placing their hands close together, with their leg positioned behind their hands to stop the balls travelling through. Fingers apart and outstretched hands. When focusing on larger balls, hands closer to the chest to provide greater support behind them.





Children will be able to deploy simple tactics in a competitive environment.

									
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<p>Dance:</p> <p>Travel – Move from one place to another whilst moving to the music.</p> <p>Stimulus – Refers to the underlying inspiration of all of the dance movements within the routine.</p> <p>Canon Timing – Refers to when the children move one after the other.</p> <p>Gesture – A gesture is defined as a movement of a body part to express a theme or opinion. (Without travelling at this stage)</p> <p>Working as a team – Develop the ability for children to work in groups.</p>	<p>Children will know that you need to move in a fluent and expressive manner.</p> <p>Children will know a variety of planning, performing and repeating sequences of movements in a group.</p> <p>Children will know how to display an understanding of fair play and respect to other participants.</p>	<p>Children will understand how to travel from one place to another whilst listening to music, using the fundamental movements of the body.</p> <p>Children will understand how to use the stimulus to explain and display the inspiration of the dance movements within a set routine. Demonstrating the right sequences to match.</p> <p>Children will understand how to use canon timing effectively to show the fundamental movements of the body, understanding the timings of each child's movement.</p> <p>Children will understand how to appropriately use a gesture within a dance sequence, using the correct bodily function and movement.</p> <p>Children will understand how to work effectively as a team. Understanding that working as part of a team can better the development of skills and social skills.</p>	<p>Children will be able to use fundamental body movements, moving from inside to the outside of a circle, to the support of music.</p> <p>Children will be able to use upper and lower body functions to change direction and move from one place to another.</p> <p>Children will be able to display inspiration for dance movements within the routine.</p> <p>Children will be able to express a theme or opinion through a gesture using body part movements.</p> <p>Children will be able to work cooperatively as a team, giving effective feedback and support to peers.</p>						



			
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<p>Football (Team Games):</p> <p>Dribbling – Using body movements to keep a ball in close control, using your feet.</p> <p>Stopping – Using parts of the foot to stop a ball.</p> <p>Passing – Using the foot to move a ball from one person to another.</p> <p>Shooting – Striking a ball using the foot at a target.</p> <p>Muscle Memory - For children to be able to develop a skill, they must be allowed the opportunity to practice it continuously.</p>	<p>Children will know dribbling is used to display an awareness of the development of the fundamentals of movement.</p> <p>Children will know stopping/passing the ball requires coordinating the body.</p> <p>Children will know the techniques used to strike a ball correctly. Using lower body positioning.</p> <p>Children will know that practising something, leads to creating a greater understanding of how to perform that technique or movement.</p>	<p>Children will understand how to dribble using the correct parts of the foot. Understanding how to place body parts in the correct position to move successfully with the ball.</p> <p>Children will understand how to stop/pass the ball with the correct areas of the foot. Understanding that each part has a different effect on the ball and the way it is used.</p> <p>Children will understand how to coordinate the body to ensure that striking the ball is completed correctly, using different parts of the foot.</p> <p>Children will understand how to practice a technique to improve and show progression in doing so.</p>	<p>Children will be able to keep the ball in front of them, use the part of the foot just to the outside of the laces with lots of light touches. Expanding on different areas of the foot and the impact that has on how they dribble with the ball.</p> <p>Children will be able to use the inside or the ball of the foot to stop the ball.</p> <p>Children will be able to use the instep of the foot to 'push' the ball. Moving the leg back and then forward to create momentum to do this action.</p> <p>Children will be able to place the ball level with the standing foot and be able to strike the ball with the laces. Keeping the head over the ball to ensure it stays closer to the ground.</p> <p>Children will be able to have multiple attempts at a drill or activity to show progression with that skill.</p>



									
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<p>Golf:</p> <p>Chipping – Swinging backwards and forwards with momentum. Connecting with the ball.</p> <p>Putting – Smoothly bring the putter backwards and forwards. This isn't a powerful movement, focusing on accuracy.</p>	<p>Children will know the fundamentals of movement, focusing more directly on balance and coordination.</p> <p>Children will know simple tactics in competitive environments.</p> <p>Children will know the fair play, respect and working well with others is core to developing skills and teamwork.</p>	<p>Children will understand how to harness coordination to successfully use chipping and putting in golf. Understanding that both swings are different and unique to that skill.</p> <p>Children will understand how to thrive in a competitive environment, pressures of playing a sport with spectators and other participants competing for the same end goal.</p> <p>Children will understand how to use fair play and respect in sport to improve the playing environment for all participants involved.</p>	<p>Children will be able to stand side-on, with the ball between the feet. Swinging the club smoothly, for the greater distance they will be able to swing the club further backwards.</p> <p>Children will be able to stand side-on, making sure that the ball is between their feet. Swinging the putter smoothly and not too fast.</p> <p>Children will be able to play a competition style event.</p> <p>Children will be able to work cooperatively within a team, supporting all participants involved.</p>						









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Term : Spring





																					
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Define the word and include etymology if useful.	<table border="1"> <thead> <tr> <th data-bbox="575 587 734 651">Learning</th> <th data-bbox="734 587 893 651">Teaching</th> <th data-bbox="893 587 1055 651">Assessment</th> <th data-bbox="1055 587 1214 651">Learning</th> <th data-bbox="1214 587 1373 651">Teaching</th> <th data-bbox="1373 587 1534 651">Assessment</th> <th data-bbox="1534 587 1693 651">Learning</th> <th data-bbox="1693 587 1852 651">Teaching</th> <th data-bbox="1852 587 2011 651">Assessment</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 651 734 667">Remembering</td> <td data-bbox="734 651 893 667">Telling</td> <td data-bbox="893 651 1055 667">Testing</td> <td data-bbox="1055 651 1214 667">Practising</td> <td data-bbox="1214 651 1373 667">Coaching</td> <td data-bbox="1373 651 1534 667">Observing</td> <td data-bbox="1534 651 1693 667">Reflecting</td> <td data-bbox="1693 651 1852 667">Facilitating</td> <td data-bbox="1852 651 2011 667">Evaluating</td> </tr> </tbody> </table>			Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
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<p>Basketball (Competitive Games):</p> <p>Double dribble – A double dribble occurs when after starting to dribble a player places both hands on the ball. Then begins to dribble again.</p> <p>Dribbling – Bounce the ball on the side or in front of the hip region.</p> <p>Travelling – Travelling occurs when a player moves with the ball without bouncing it.</p> <p>The ready position – Starting with the ball to the right of their torso.</p> <p>Chest pass – Ball against chest, hands either side.</p> <p>Bounce pass – Either hands, push the ball against the floor to complete the pass.</p>	<p>Children will know the basic rules of basketball.</p> <p>Children will know that you need coordination to be able to effectively shoot/pass in basketball.</p> <p>Children will know that throwing and catching displays a range of techniques.</p> <p>Children will know you need to be competent in the fundamental movements.</p> <p>Children will know the fundamental movements to be successful in a competitive environment.</p>	<p>Children will understand how the use of rules in basketball, governs what you can and cannot do. What skills and techniques are required to facilitate the rules at all times.</p> <p>Children will understand how to use both upper and lower body fundamental movements to effectively shoot/ pass in basketball.</p> <p>Children will understand how to use coordination to throw and catch.</p> <p>Children will understand that fundamental movements are required to ensure skills such as passing and shooting can be developed.</p> <p>Children will understand how to use fundamental movements to play successfully in a competitive environment. Understanding that winning and losing are part of games,</p>	<p>Children will be able to dribble legally when stationary. Pupils will be able to list Basketball rules (Travelling, Double Dribble)</p> <p>Children will be able to explain the rules relating to dribbling and be able to move at jogging pace whilst keeping the ball under control.</p> <p>Children will be able to shoot with moderate success in isolation (2/3 times out of 5 from 1-2m)</p> <p>Children will be able to shoot consistently in isolation (4/5 times out of 5 from 2-3m)</p> <p>Children will be able to shoot with moderate success in conditioned games</p>																		







									
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<p>Javelin pass – Hold the ball over the head, release ball at 45 degrees.</p> <p>Shooting (Body) – Feet shoulder-width apart, knees bend, extending legs at the same time as the release of the ball.</p> <p>Shooting (Hands) – Strong hand under the ball, supporting hand to the side. Push through the ball.</p>		<p>being respectful and understanding to other participants is important.</p>	<p>Children will be able to pass with a degree of consistency in three styles in isolation (3/4 times out of 5 from 5m)</p> <p>Children will be able to pass with all styles consistently in isolation (5/5 from 6m)</p> <p>Children will be able to pass using all styles in conditioned games with a degree of consistency.</p>						







									
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<p>Gymnastics:</p> <p>1 – 4 Point Balances – Indicates the point of contact with the mat.</p> <p>3 Point – 2 arms and one leg contact.</p> <p>Patch Balance – Trunk of the floor.</p> <p>Extension – Limbs are as straight as possible.</p> <p>Ways of travelling – Activity specific term for moving.</p> <p>Canon & Unison timings – Canon timing refers to where children move one after the other. Unison timing is where everyone moves at the same time.</p>	<p>Children will know that you need to demonstrate changes of direction, speed and level in competitive environments or during performance.</p> <p>Children will know how to move in a fluent and expressive manner.</p> <p>Children will know how to plan, perform and repeat sequences of movements in a group.</p> <p>Children will know how to develop knowledge of different gymnastic balances.</p> <p>Children will know flexibility is core to showing progression in gymnastics. Through practice and development of different balances and sequences.</p>	<p>Children will understand how to use different body parts to ensure different balances can be held.</p> <p>Children will understand extension needs to be used to create a smooth transition and stronger hold.</p> <p>Children will understand which balances transition correctly with one and another. Allowing for the best possible transition during sequences.</p> <p>Children will understand how to use flexibility when performing point balances. Understanding which parts of the body are being used.</p>	<p>Children will be able to hold themselves in a balance showing control (3-4 seconds)</p> <p>Children will be able to hold a balance showing balance and extension (5-6 seconds)</p> <p>Children will be able to create routines containing balances with control and extension AND fluency from one balance to the other</p> <p>Children will be able to travel in a variety of ways.</p>						

									
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<p>Handball:</p> <p>Passing – Throw with one arm, stand side on, point to target with non-throwing arm, throw behind head.</p> <p>Shooting – Throw with one arm, stand side on. Quickly step forwards when throwing the ball, jump to add more power.</p> <p>Defending as a team – Players to stand compact in front of the ball. Players do not chase the ball. Arms up when the opposition approach the ball.</p>	<p>Children will know how to throw and catch displaying a range of techniques.</p> <p>Children will know the fundamentals of movement and how they change performance.</p> <p>Children will know what a competitive team environment looks like. Working as a team to achieve an end outcome.</p>	<p>Children will understand how to use fundamental movements to successful pass and shoot.</p> <p>Children will understand how to engage in a competitive environment.</p> <p>Children will understand how to develop the ability to catch and throw effectively.</p> <p>Children will understand how coordination is used to support the fundamental movements.</p>	<p>Children will be able to throw and catch to a target consistently in isolation. (Medium ball – completes 5 out of 5 at 4m)</p> <p>Children will be able to throw and catch to a target consistently in isolation. (Small ball – completes 5 out of 5 at 6m)</p> <p>Children will be able to throw and catch consistently in a conditioned game scenario.</p>						



									
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<p>Health Related Exercise:</p> <p>Taking the pulse – The radial pulse is felt on the wrist, just under the thumb. Use two fingers to find the pulse correctly.</p> <p>The Heart – When starting an exercise, your heart beats faster. This is how muscles need more fuel (Oxygen)</p> <p>Speed Test – The ability to move any muscle group fast. Speed bounce jumping side to side.</p> <p>Heart and Lungs Test – The muscles need more oxygen for power. It's the job of the heart and lungs to provide this. Continuous running.</p>	<p>Children will know the correct way to measure a pulse.</p> <p>Children will know exercise makes your heart beat faster, creating a greater urge of oxygen in the body.</p> <p>Children will know the speed test focuses on groups of muscles all moving at the same time.</p> <p>Children will know the heart and lungs are there to provide oxygen to the muscles.</p>	<p>Children will understand taking the pulse shows an awareness of how the body changes/functions during exercise.</p> <p>Children will understand making your heart beat faster through exercise, the body is working harder to provide oxygen for the muscles to function.</p> <p>Children will understand how making your muscles to move fast at the same time will benefit their agility.</p> <p>Children will understand how the heart and lungs function, allowing oxygen to go to the active muscles during exercise.</p>	<p>Children will be able to measure their own pulse by placing two finger on their wrist, just under the thumb.</p> <p>Children will be able to relax and speed up their heart rate by meditation and active movement.</p> <p>Children will be able to show agility by jumping either side of a mat. (Speed bounce)</p>						



									
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<p>Muscle Test – How well our muscles can do the same movement over and over again. Squats in a minute.</p> <p>Catching test – Putting your arms and legs in the right position. Focusing on coordination. Throwing and catching with a partner.</p>	<p>Children will know repeating and performing sequences.</p> <p>Children will know placing your arms and legs in the right position will benefit them catching.</p>	<p>Children will understand how repeating a movement with your muscles shows how effective they are.</p> <p>Children will understand how positioning yourself in the correct place, improves your coordination.</p>	<p>Children will be able to continuously run, monitoring how much oxygen is going to the relevant parts of their body. I.e Legs and arms.</p> <p>Children will be able to squat using their legs muscles over and over again.</p> <p>Children will be able to place their body in the correct position to catch a ball from their partner.</p>						







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Term : Summer

			
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<p>Athletics:</p> <p>Long Jump – Bend knee's and push with quadriceps, swing your arms, look forwards. Bend knees on landing. Take off on one and land on two.</p> <p>Relay changeover – face away from teammate. Arm behind body and parallel to the floor, palm up, fingers outstretched. Split feet knees bent.</p> <p>Throwing – Stand side on. Throw at a 45 degree. Transfer weight across body. Bend knees, throw above head.</p> <p>Sprinting – Start low, slice through the air with hands. Move arms 'Hip to lip, not across the zip' Keep head facing forwards always.</p> <p>Chest push – Stand one foot behind the other. Bend knees. Hold ball to chest. Push at 45 degrees.</p>	<p>Children will know how to demonstrate changes of direction and speed during competition.</p> <p>Children will know how to demonstrate how the body changes/ functions during exercise.</p> <p>Children will know how to be competent in the fundamental movements.</p>	<p>Children will understand how to develop the ability to hurdle effectively.</p> <p>Children will understand how to use their body to maximise their performance.</p> <p>Children will understand why using having a running technique helps improve speed.</p> <p>Children will understand the different between triple jump and long jump, focusing on what is required for both to be successful.</p>	<p>Children will be able to follow instructions and select the correct teachings points when given the options.</p> <p>Children will be able to hurdle effectively.</p> <p>Children will be able to watch other and provide support and suggestions.</p> <p>Children will be able to determine the difference between long jump and triple jump. Being able to complete both.</p> <p>Children will be able to sprint as fast as they can, using the teaching points.</p>







									
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<p>Triple jump – Hop, step, jump. Bend knees at each point of contact.</p> <p>Hurdles – One foot at a time. Aim to take the same amount of steps between the hurdles.</p>									







									
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<p>OAA:</p> <p>Start and Finish – The triangle marks where a child should start and the two circles (one inside the other) marks where the children should finish.</p> <p>Thumbing the map – Placing thumb on the map so it is facing the same way.</p> <p>Compass – Make sure that the compass is flat at all times.</p>	<p>Children will know how to repeat and perform sequences of movements.</p> <p>Children will know how to use the fundamentals of movement to employ simple tactics in a competitive environment.</p> <p>Children will know that when participating there needs to be respect, fair play and working well with other displayed.</p>	<p>Children will understand that the key will help them find where they are on the map.</p> <p>Children will understand that the start and finish symbols, allows them to visually see where they need to go and ultimately finish, giving them clear direction.</p> <p>Children will understand that using your thumb will allow you to face the correct way.</p>	<p>Children will be able to list the different points on a compass.</p> <p>Children will be able to describe what a 'key' is on a map.</p> <p>Children will be able to use the key to help them find where they are on a map.</p> <p>Children will be able to move their thumb and map to display where they are.</p> <p>Children will be able to read a map and place their thumb in the correct place with guidance.</p>						



									
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<p>Cricket:</p> <p>Stopping the ball – Hands close together, fingers apart and outstretched, soft hands.</p> <p>Long barrier – Lower left leg parallel and close to floor, right foot touching left knee so there is no gap. Hands out in front to stop the ball.</p> <p>Long distance throwing – Throw across body.</p> <p>Bowling grip – Fingers each side of seam, thumb supports the ball. When releasing the ball, fingers should point to the wicket.</p> <p>Bowling action – Side on when starting to bowl. Non bowling arm brushes ear. Keep arm straight. Finish pointing at middle stump.</p>	<p>Children will know how to throw and catch with accuracy, in isolation and varied environments.</p> <p>Children will know the fundamentals of movement to employ simple tactics in competitive environments.</p> <p>Children will know how to demonstrate fair play, respect and working well with others.</p> <p>Children will know how to hold a bat correctly and strike the ball.</p>	<p>Children will understand the need for a long barrier when stopping the ball. Putting larger body parts behind the ball, cuts out gaps.</p> <p>Children will understand the correct technique to throw the ball over long distances.</p> <p>Children will understand the importance of hand positioning when holding the bat.</p> <p>Children will understand the basic rules to be able to compete in a cricket match.</p>	<p>Children will be able to list two developed teaching points developed over a lesson.</p> <p>Children will be able to use the knowledge and understanding to use the skills with success.</p> <p>Children will be able to use the knowledge and understanding to suggest ways their peers can improve.</p> <p>Children will be able to use coordination and ability to field effectively.</p> <p>Children will be able to hold and use the bat effectively.</p>						



									
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<p>Parkour:</p> <p>Precision jump – A jump from a set point to a set point. Bend knees, face target, swing arms, keep feet level for balance throughout. Bend knees on landing.</p> <p>Leap of faith – Involves jumping any obstacle that might get in your way.</p> <p>The freeze – Simply have to hold yourself in any position for 3 seconds.</p>	<p>Children will know how to demonstrate changes of direction, speed and level in competitive environments or during performances.</p> <p>Children will know the moves in a fluent and expressive manner.</p> <p>Children will know how to plan, perform, and repeat sequences of movements in a group.</p> <p>Children will know that parkour is 'urban gymnastics'.</p> <p>Children will know the safety procedures to perform parkour successfully.</p>	<p>Children will understand why bending the knees on landing, minimises the impact on the joints.</p> <p>Children will understand that all areas used should be sufficiently checked and mats placed on any potential falling areas.</p> <p>Children will understand the different ways in which you can move over an object.</p> <p>Children will understand that they need to move quickly in and out of this position.</p>	<p>Children will be able to precision jump onto apparatus over a small distance (0.3-0.4m)</p> <p>Children will be able to precision jump over a medium distance (0.75-1m)</p> <p>Children will be able to incorporate a freeze into their 'jams' showing proficiency in more than one skill.</p> <p>Children will be able to maintain balance when moving.</p>						



