

Year 3's Physical Education Journey

Yoga (sum 2)—Children to start to perform the Yoga poses, have a strong tummy to help keep their body in position. They will be able to lie down in rest pose and relax breathing in and out. To show good flexibility when performing the Yoga poses Can collaborate and create a routine with

Fundamental movement (Real PE unit 2) (spring 2) Children to develop an awareness that they are happy to show and tell others about their ideas and that they can show patience and support others listening carefully to them about our work. Children will work on jumping and landing through dynamic and static balances

Fitness/circuit training (spring 2)
— Children will develop their skills in travelling and changing travel, ball control skills and balance and coordination. They will be encouraged to keep a personal score for each exercise and to adapt and improve their performance to beat their score.

Gymnastics (spring 1)— Plan and perform sequences of contrasting actions and develop flow by linking actions smoothly and planning variations in speed. To improve their ability to select appropriate actions and use simple compositional ideas.

Fundamental movement (Real PE unit 1) (Aut 1)
For children to begin to challenge themselves and know where they are with their learning. Focusing static balances on one leg and developing footwork and coordination.

Invasion games (spring 2)—Children will develop their skill in finding and using space to keep the ball, and outwit the opponent and score using a range of

Net and wall games- Badminton (sum 1)—Children will develop the skills for net and wall games and use them to direct the ball towards the target and away from the opponent and to choose a range of simple tactics and strategies.

Football (Aut 2)—Ch use a range of skills to help them keep possession and control of the ball • pass, receive and dribble the ball, keeping control and possession consistently

Summer Term

Spring Term

Autumn Term

Dance (Aut 1)—Children will learn to create, adapt and link a range of dance actions working with a partner and in small groups Applying rhythmic, dynamic and expressive movements and working in unison and canon.

Personal I can begin to challenge myself and know where I am in my learning

Social I am happy to show and tell others about my ideas

I listen carefully and support others during feedback

Health and Fitness I can explain the needs for warm up and cool down, and describe the changes to the body during exercise

Creative I can respond differently to a variety of tasks

I can make up my own rules and versions of activities

Physical I can select and apply a range of skills with good control and consistency

I can perform and repeat longer sequences with clear shapes and controlled movement

Fundamental movement (Real PE unit 3) (sum 2) children will develop and apply their dynamic balance on a line and ball skills through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges.

Athletics (sum 1)—To develop good running, jumping and throwing techniques and develop their ability to choose and use simple tactics and strategies in different situations

Fundamental movement (Real PE unit 6) (Aut 2)—For children to be able to explain why we need to warm up and cool down and to describe how and why their body changes during and after exercise. Through using equipment appropriately and move and land safely with a focus and agility—chasing balls—and static balances.

