

	Year 3		Subject: PE	
<u>LKS2 Key Knowledge</u> Building on the development of fundamental skills in KS1, pupils will begin to apply their skills to game Situations. With foundations secure, children can focus on understanding the rules of games and activities and work in groups to achieve successful outcomes. Through access to a broad range of sporting activities, children will Be further inspired to lead active lifestyles and be life-long lovers of sport and physical activity.				

Prior learning	Future learning
<p>Year 2</p> <ul style="list-style-type: none"> • Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. • They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • Perform dances using simple movement patterns. • Use fundamental skills in paired games and group activities. • Children will practise using each fundamental skill in isolation and in coordination with each other. • Continue to broaden and develop a clear understanding of how to keep fit and healthy. 	<p>Year 4</p> <p>Building on the development of skills I learnt n year 3, pupils will continue to apply their fundamental skills to a range of game situations.</p> <p>With foundations secure, children can focus on:</p> <ul style="list-style-type: none"> • Developing collaborative skills, • Creating and using tactics and strategies • Understanding how to use the area provided effectively and with purpose. • Improve and develop sportsmanship • Begin to increase competitive play • Develop a stronger understanding of the human body and how it works in regard to movement, health and exercise. • Through access to a broad range of sporting activities, children will be further inspired to lead active lifestyles and be life-long lovers of sport and physical activity. • Develop swimming confidence and technique

WHAT PUPILS NEED TO KNOW OR DO TO BE SECURE

Key learning	Possible evidence
<p>Perform</p> <ul style="list-style-type: none"> • I can demonstrate a good range of skills and techniques with good control, precision and some fluency. • The quality of my technique is maintained for most skills. <p>Decision making</p> <ul style="list-style-type: none"> • I can make effective decisions in fixed situations but this is inconsistent in spontaneous situations. • I can demonstrate some ability to select and apply appropriate skills, sometimes outwitting opponents. <p>Evaluate</p> <ul style="list-style-type: none"> • I can comment on my own strengths • And weaknesses and suggest a method to improve specific skills I can take on a variety of roles including a coach/leader of my team. <p>Knowledge</p> <ul style="list-style-type: none"> • Further develop my understanding of a healthy lifestyle. • Understand and note the changes in your body during and after exercise • Understand the importance of warming up/ cooling down • Share ideas and opinions regarding what makes food healthy/ unhealthy. • Sort foods depending on type. 	<p>Possible observations to be completed:</p> <ul style="list-style-type: none"> • Break and lunchtimes • PE lessons (using the different skills within a range of different sporting activities and games) • sports events (sports day) • outdoor learning time • ¾ competitions external • Certifications from out of school experiences. <p>Assessments to be completed:</p> <ul style="list-style-type: none"> • Baseline termly fitness assessment • Baseline athletics skills test each term • Health and fitness knowledge (understanding a balanced diet)

Athletics

Athlete
Baton
False Start
Field
Foul
Hurdles
Lane
Lane Infringement
Lap
Middle Distance
Relay
Sprint
Track
Standing Long Jump
Standing Triple Jump
Sergeant Jump
Speed bounce
Chest Push

Gymnastics

Balance
Coordination
Roll
Hold
Sequence
Travel
Points

Basketball

Centre Pass
Dangerous Play
Defender
Dribble
Hit
Handball
Midfielder
Pass
Obstruction
Push Pass
Stick
Shooting Circle
Chest Pads
High Pass
Bounce Pass

Cricket

Boundary
Bowl
Bowler
Catch
Drive
Extra
Four
Innings
Lbw (Leg Before Wicket)
No Ball
Over
Overarm
Shot
Six
Swing
Wicket

Adventure

Orienteering
Trail
Compass
Direction
North
East
South
West
Safety
Hazard
Follow
Guide

Common misconceptions

During game situations:

- Lack of understanding regarding the positions to play
- Lack of knowledge regarding rules of the sport/ activity
- Limited understanding of the areas on the court/ pitch and what happens at each point
- Lack of Understanding of team work
- Limited knowledge of sportsmanship and what it entails
- Limited experience playing competitively leading to frustration and anger

During cooperative skill building exercises/ drills:

- Lack of control/ experience using fundamental skills
- Lack of knowledge using techniques needed for the specific sport
- Unable to work collaboratively with a partner or small group

During adult led activities

- Inability to listen and follow clear instruction
- failure to observe and take in simple instructions
- distractions from equipment and unfamiliar learning area

personal misconceptions/ difficulties

- lack of experience leads to poor self-assessment
- inability to understand and show awareness of personal strengths and weaknesses
- getting frustrated if they cannot complete a task or learn a skill straight away
- Struggle to give constructive feedback to others
- Fear of making mistakes
- Fear loosing
- Be too aggressive and unable to cooperatively play mini games

Apply knowledge in familiar related contexts

Activities

Games:

•Autumn -Basketball ,

Bounce pass, high pass, chest pass, aiming shooting, moving, finding space, bouncing the ball, moving with the ball

•Spring -Tag rugby,

Moving at speed, changing direction, dodging,

•Summer- Cricket,

Stance, hitting with a bat, fielding, accurate throwing, under arm throw, over arm throw, bowling accurately, short sprints, receiving catching , positioning

Athletics:

town sports

• **Sprint** –

how to maximize speed, starting position, reaction time, facing forwards, driving arms, posture

• **skip** –

hold, pace, timing, moving forwards and on the spot,

• **Javelin** –

stance, hold, aim, release, posture,

• **Long jump** –

foot positioning, arm movements, leg movements, landing

• **Relay**

Passing baton, receiving baton, holding baton, pace, hand over, starting order

• **Long distance run**

Stamina, pace, holding position, final sprint

What will we see when children show us they are at expected level?

- Confidence
- Consistent performance
- A good understanding of rules,
- A good use of tactics and strategies
- Clear, consistent technique
- The ability to adapt and change depending on the situation
- Good collaboration and sportsmanship.
- The ability to help others to improve
- A good self-awareness
- A clear accurate understanding of targets and strengths...

Gymnastics

- How to sequence routines with guidance Create and perform a movement sequence.
- Choose ideas to compose a movement sequence independently and with others.
- Link combinations of actions with increasing confidence, including changes of direction, speed or level.
- Develop the quality of their actions, shapes and balances.
- Move with coordination, control and care.
- Use turns whilst travelling in a variety of ways.
- Use a range of jumps in their sequences.
- Begin to use equipment to vault.
- Create interesting body shapes while holding balances with control and confidence.
- Begin to show flexibility in movements

Outdoor Adventure:

- Draw maps and plans to set a trail for others to follow
- Use the eight points of a compass to orientate
- Plan an orienteering challenge Plan and share roles dependent on group strengths
- Understand each other's roles and responsibilities
- Adapt ideas and roles if it is not working
- Recognize and discuss potential hazards/ dangers
- Recognize how to keep others safe Plan strategies/ plan routes/ follow trails/ build shelters
- Implement and refine strategies

indoor athletics

•**Obstacle relay**

Moving at speed around over obstacles

•**1 by 1 lap relay 2 by 2 lap relay 6 lap paarlauf 4 by 1 lap relay**

Passing baton, receiving baton, holding baton, pace, hand over, starting order, turning board

•**Hurdle relay**

Jumping over hurdle, start and finish positions, passing over to next team member.

•**Chest push**

Stance, hold, thrust, aim, release point, distance and directional accuracy

•**Soft javelin**

Stance, hold, thrust, aim, release point, distance and directional accuracy

•**Speed bounce**

Agility, side to side movement, arm position, height of bounces, speed, landing, feet placement

•**Standing long jump**

foot positioning, arm movements, leg movements, landing

•**Standing triple jump**

foot positioning, arm movements, leg movements, landing transferring speed, continuation, linking motions

•**Vertical jump**

foot positioning, arm movements, leg movements, landing, stretch, reach, starting position