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| **Newquay Junior Academy – Physical Education** |
| **Topic:** Agility – Balance - Coordination | **Year:** 3 |
| **Composite:** Pupils will be able to do all the fundamental movement skills for the warm-up part of the lesson.  Pupils will be able to participate in an A-B-C skills circuit with control.   |

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| **What should they already know?**  | ShapeShape**Assessment Criteria**  |
| **In-line with the National Curriculum, Children in KS1 should have done the following:** 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. Pupils should be taught to: § 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. (**National Curriculum)**  | **Motor competence:** I can jog, sidestep, hop, jump and skip in a coordinated and controlled way.  **Rules, Strategies and Tactics:** I know why rules are important in games and I recognise that this helps make the game ‘fair’. **Healthy Participation:** I know why we do a warm-up at the beginning of P.E, I can recognise changes that happen within my body and communicate these.   |
| **Learning Outcomes**  |
| **Overview of Knowledge**  | **Overview of Skill**  |
| * I know that It’s important to warm up at the beginning of exercise to prepare my    body for being active.
* I know how to move my body in different ways in a controlled and co-ordinated way.
* I know what hand-eye co-ordination is and I understand how to throw and catch effectively.
* I know that these skills can be transferred to different sports.

  | * I can participate in a teacher led warm up.
* I can jog, sidestep, hop, jump and skip in a controlled and co-ordinated manor.
* **I** am beginning to develop the skills necessary to throw and catch with the correct technique.
* I can apply multi-skills into sports specific situations. For example: transferring throwing and catching into netball.

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| **Key Vocabulary**  | **Life Skills**  |
|  **Warm-Up:** Prepare the body mentally & physically for activity. It usually consists of a pulse-raiser activity, followed by stretching. **Agility:** The ability to change direction quickly in a controlled manner. **Flashback Fours –** Recap previous learning **SAQ:** Speed, Agility, Quickness. **Hands Ready**: Having your hands ready to receive a pass.    |  Being physically literate  Perform basic skills well  Developing cardiovascular fitness   |
| **Newquay Junior Academy – Physical Education**  |
| **Topic:**  Inspire – Create - Perform | **Year:**  3 |
| **Composite:**  Pupils will be able to create dance movements and a basic motif. Pupil’s will be able to choreograph a dance and perform it to their peers. Pupil’s will be able to use peer-evaluation to give feedback to others.   |

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| **What should they already know?**   | Shape**Assessment Criteria** Shape |
|  Pupils will have developed and refined fundamental movement skills, including agility, balance, and co-ordination through gymnastic activities. Pupils should be able to perform these movements with increased fluency.  | **Motor Competence:** Be able to perform a simple dance pattern.  **Rules, Strategies and Tactics:** Be able to work together and share ideas to choreograph a simple dance pattern.  **Healthy Participation:**Be able to perform to their peers, as well as watch a performance and offer positive feedback.     |

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| **Learning Outcomes**  |
| **Overview of Knowledge**  | **Overview of Skill**  |
| * I know that I need to watch the ‘dance leader’ to be able to try and replicate the movements.

 * I know what ‘choreography’ means.

 * I know why I should watch my peers perform in a respectful way.

 * I know that positive feedback is important and how it helps my peers feel more confident.

   | * I can watch the ‘dance leader’ and replicate their movements.

 * I can choreograph an 8-beat movement.

 * I can perform my dance to my peers.

 * I can tell my peers what I like about their movements.
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| **Key Vocabulary**  Music       Rhythm      Timing         Counting          Dance       Sequence       Actions       Travel        Pathways         Performing  | **Life Skills**  Sharing ideas Celebrating similarities and differences Exploring different celebrations Expressing emotions  |

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| **Newquay Junior Academy – Physical Education** |
| **Topic:** Throw – Catch - Play | **Year:** 3 |
| **Composite:  Pupils will understand what an invasion game is and be able to give sport specific examples and pupils will be able to give sport specific examples.  Pupils will be able to throw and catch to achieve a desired outcome and pupils will be able to play small-sided invasion games in line with the rules.**  |
|  **What should they already know?** | Shape**Assessment Criteria**Shape |
| **In-line with the National Curriculum, Children in KS1 should have done the following:** 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. Pupils should be taught to: § 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. (**National Curriculum)**  | **Motor competence:** I can throw and catch with a developing technique. **Rules, Strategies and Tactics:** I recognise what invasion games are and I’m able to give specific examples of sports which are invasion games.  **Healthy Participation:** I can work as a team member to achieve a desired outcome.  |
|  **Learning Outcomes** |
| **Overview of Knowledge** | **Overview of Skill** |
| * I know what invasion games means and I can give examples of invasion games. For example: football and netball.
* I know why there are rules and why it is important to abide by them.
* I know that I need to transfer my weight when throwing an object.
* I know I need to ‘track’ the ball when I am catching.
 | * I can play basic invasion games.
* I can work as a team to achieve the desired outcome.
* I can throw a ball with control and accuracy.
* I can consistently catch a ball.
 |
| **Key Vocabulary** | **Life Skills** |
|  **Invasion Game:** Theterm used for any game where the aim is to attack an opponent's territory and score a goal or point. **Underarm throw:** A throw that is used to propel an object over a short distance accurately. It involves the transference of weight forwards as the straight-throwing arm swings through from the back to the front to release the object at hip height. **Catch:** Gaining control of the ball by either using the ‘English’ or ‘Australian’ method of catching. It is important to ‘cushion’ the ball when catching. **Teamwork:** The ability of a group of people to work well together to achieve a desired outcome.   |  Importance of being part of a team.   Evaluate team’s performance and make improvements.   Improve their agility, balance and co-ordination.   |
| **Newquay Junior Academy – Physical Education** |
| **Topic:** Run – Jump - Throw | **Year:** 3 |
| **Composite:  Pupils will be able to identify that athletics includes running, jumping, and throwing events.  Pupils will be able to perform these with a developing technique and successfully apply these skills in their annual Sports Day.**  |

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| **What should they already know?** | Shape**Assessment Criteria** |
| **In-line with the National Curriculum, Children in KS1 should have done the following:** 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. Pupils should be taught to: § 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. (**National Curriculum).**  | **Motor competence:** I can sprint, distance run, jump and throw (for distance) with a developing technique.   **Rules, Strategies and Tactics:** I know that athletics consists of running, jumping and throwing events.  **Healthy Participation:** I can work well with different members of my class.   |

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| **Learning Outcomes** |
| **Overview of Knowledge** | **Overview of Skill** |
| * I know what the correct technique is for sprinting.
* I know what pacing is and can apply it over a set distance.
* I know how to jump and abide by the rules of the jump. For example: take off behind the line.
* I know that I can control the direction of my throw by angling my body in that position.
 | * I can sprint with a developing technique and can identify sprint events. For example: 100m/200m
* I can pace myself in a distance event, so I don’t need to stop running.
* I can jump with a ‘load and explode’ technique.
* I can alter the direction of my throws by changing the position of my body.

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| **Key Vocabulary** | **Life Skills** |
| **Technique:** The manner and ability with which an artist, writer, dancer, athlete, or the like employs the [technical](https://www.dictionary.com/browse/technical) skills of a particular art or field of endeavour. **Rules:** One of a set of explicit or understood regulations or principles governing conduct or procedure within a particular area of activity. **Pacing:** To run at a speed that you can maintain over a set period (the ability to run a long-distance event without having to stop or walk). **Standing Jump:** Two-footed take off from behind the take-off line. **Load and Explode:** Transfer the energy from the muscles into the power of your jump.   |  Compete in a respectful way.  Importance of exercise as part of a healthy lifestyle.   Learn how to move physically.   |

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| **Newquay Junior Academy – Physical Education** |
| **Topic:** React – Retrieve - Roll | **Year:** 3 |
| **Composite: Pupils will be able to play small sided striking and fielding games, they will be able to react to retrieve the ball with speed.  Pupils will be able to roll the ball back to the target with accuracy and speed.**  |

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| **What should they already know?** | Shape**Assessment Criteria**Shape |
| **In-line with the National Curriculum, Children in KS1 should have done the following:** 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. Pupils should be taught to: § 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. (**National Curriculum).**  | **Motor competence:** I can react quickly to retrieve a ball and roll it back to the target. **Rules, Strategies and Tactics:** I can be an affective fielder by stopping the ball and using a short barrier. **Healthy Participation:** I can cheer my team members on and support them if they are finding something difficult.    |
| **Learning Outcomes** |
| **Overview of Knowledge** | **Overview of Skill** |
| * I know examples of striking and fielding activities e.g. rounders ad cricket.
* I know that I need to transfer my weight and finish pointing to the desired target when I am rolling a ball.
* I know what a short barrier looks like.
* I know how to work as a team to prevent the opposition from scoring.

  | * I can articulate sports that are striking and fielding activities,
* I can retrieve and roll a ball to the desired target.
* I can use a short barrier to stop the ball.
* I can use strategies to become a more effective fielder.
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| **Key Vocabulary** | **Life Skills** |
| **Underarm throw:** A throw that is used to propel an object over a short distance accurately. It involves the transference of weight forwards as the straight-throwing arm swings through from the back to the front to release the object at hip height. **Overarm throw:** An overarm throw is the action of throwing a ball after first taking the ball back behind the body and powerfully pushing the arm forward over the head, releasing the ball as it passes the head.  **Catch:** Gaining control of the ball by either using the ‘English’ or ‘Australian’ method of catching. It is important to ‘cushion’ the ball when catching. **Teamwork:** The ability of a group of people to work well together to achieve a desired outcome. Backstop: The fielding player positioned behind the batter.  It is their job to retrieve the ball if the batter misses or performs a backwards hit.  **Deep fielder:** A player who is positioned far out on the pitch.  Their job is to retrieve the ball after it has been hit by the batter.   | Importance of being part of a team.   Be able to develop strategies to give you an advantage over the other team.   Evaluate team’s performance and make improvements.   Improve their agility, balance and co-ordination.   |
| **Newquay Junior Academy – Physical Education** |
| **Topic:** Strike – React - Rally | **Year:** 3 |
| **Composite:  Pupils will understand what Net – Wall games are and be able to give examples of sports.  Pupils will be able to have controlled rallies using their hand-paddles.  They will know that how they move their hand paddle will impact the direction and power of the ball.**  |

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| **What should they already know?** | Shape**Assessment Criteria**Shape |
| **In-line with the National Curriculum, Children in KS1 should have done the following:** 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. Pupils should be taught to: § 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. (**National Curriculum).**  | **Motor competence:** I can use a hand-paddle to have a rally with a partner.  **Rules, Strategies and Tactics:** I know that if I move the hand-paddle from low-high, the ball will go up and if I move the racket from high-low, the ball will go down. **Healthy Participation:** I can rally with different partners, and I am able to keep count of the rallies.     |
| **Learning Outcomes** |
| **Overview of Knowledge** | **Overview of Skill** |
| * I know what net and wall games are and can give sports specific examples. For example: badminton.
* I know that if I move the hand-paddle from low-high, the ball will go up and if I move the racket from high-low, the ball will go down.
* I know that I need to track the ball with my eyes and move my feet to meet the ball.

  | * I can articulate net and wall sports.
* I can alter the direction of the hit by changing the direction in which I move my paddle.
* I can track the ball with my eyes and move my feet to hit the ball.
* I can have a ‘controlled’ rally.
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| **Key Vocabulary** | **Life Skills** |
| **Net and Wall Games:** Activities in which players send an object towards a court or target area that an opponent is defending. The aim is to cause the object to land in the target area while making it difficult for the opponent to return the object. **Forehand**:  A hit with your dominant hand and arm (right if you're right-handed and left if you're left-handed) **Backhand:**  A hit either with two hands for a two-handed backhand or with one hand (still your dominant hand), for a one-handed backhand. **Ready position:** Being in a position where my body weight is evenly distributed over both feet so I can react to move in any direction.  |  Guided discovery  Perseverance  Feedback  Being physically literate  |