



# The PE Curriculum Year 3

Intent	<p>Benjamin Adlard Primary School believes that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We want to teach children skills to keep them safe such as being able to swim. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.</p>
Implementation	<p>PE at Benjamin Adlard Primary School provides challenging and enjoyable learning through a range of sporting activities including; games, dance, gym, athletics &amp; striking and fielding.</p> <ul style="list-style-type: none"> <li>• The long term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met.</li> <li>• We use Primary steps in PE curriculum; a clear and comprehensive scheme of work, to plan and deliver lessons which show progression of skills across KS2 within the different strands of PE.</li> <li>• Pupils participate in two high quality PE lessons each week, covering two sporting disciplines every half term. In addition, children are encouraged to participate in the varied range of extra-curricular activities. Lunch time sports are available each day and children can attend after school sport clubs one evening per week.</li> <li>• Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavors to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children.</li> <li>• Each year a small group of Year 6 children are invited to become Sports Leaders for the school. They develop into sporting role models for the younger children, assisting with lunch time clubs, our annual Sports day and any other Sporting activities.</li> <li>• Children participate in workshops covering a variety of sports throughout the year. This is to provide the children with an opportunity to develop, improve their fitness and to try something new</li> <li>• Children from Year 3 and 4 access swimming for 3 terms.</li> </ul> <p>To participate in the “Daily Mile”, to help meet the government target of all children being active for at least 60 minutes a day.</p>
Impact	<p>We help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE. Furthermore.</p>

Year 3 – Autumn 1		Unit 1 – Games: Invasion	
National Curriculum Objectives Covered			
<ul style="list-style-type: none"><li>use running, jumping, throwing, and catching in isolation and in combination</li><li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li></ul>			
Overall Outcomes			
ALL: Know the difference between attack and defence, can control a ball from a stationary position			
MOST: Use principles of attack and defence in a game situation. Throw and catch effectively			
SOME: Can apply tactics to games. Show leadership and flair when playing in a game situation			
Prior Learning			
Year 1		Year 2	
Can predict where to move to stop a ball Show awareness of moving into a space and receiving on the move. Select appropriate throw (underarm/overarm) Select the best way to send Show awareness of purpose when sending an object		Can predict where to move to stop a ball effectively. Show increased awareness of moving into space and receiving on the move. Can adapt throwing and catching technique instinctively Show awareness of purpose when sending an object	
Next Steps – Progression through the PE curriculum			
Year 4	Year 5		Year 6
Consistently select appropriate skill for different situations Know difference between a shot and a pass Quickly identify space and react accordingly. Understand marking and react to an attack Evaluate own performance Consistency show awareness of game principles Give and act on effective feedback Select appropriate technique in a given situation	Consistently show teamwork and fair play Move into a space appropriately Develop own attacking / defensive strategies Use tactics in a game situation Demonstrate elements of flair and creativity in game situations		Have some creative input into the creation of a game Evaluate activity and make appropriate changes Implement attacking and defensive tactics in a game Develop own attacking and defensive tactics Show high levels of awareness of game principles Show leadership qualities to support and encourage
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit	
Know and execute a variety of passes Know what marking and show understanding of it Know and use evasion strategies Know the difference between attack and defence Know the difference between a pass and a shot Know and select appropriate technique in a given situation		Execute a variety of passes Send and control a ball on the move Recognise and move into a space Apply skills and knowledge effectively in a game situation. Select appropriate technique in a given situation	

## Subject Guidance for teachers

### Chest Pass



#### Chest Pass

1. From a two-handed catching position make sure the ball is kept at chest height
2. Fingers should be spread behind the ball
3. Keep elbows low and relaxed
4. Transfer weight from back foot to front foot
5. Push the ball out, extending and following through with the arms, wrists, hands and fingers in the direction of the receiver

### Bounce Pass



#### Bounce Pass

1. From a two-handed catch take the ball to just above waist height
2. Fingers should be spread behind the ball
3. Keep elbows low and relaxed
4. Transfer weight from back foot to front foot
5. Push the ball down, aiming for it to bounce two-thirds of the distance towards the receiver.

### Overhead Pass



#### Overhead Pass

1. Balanced starting position with opposite foot forward to throwing arm
2. Use second to steady the ball if necessary
3. Hold the ball at head height with fingers spread behind (not under) the ball
4. Body weight is transferred from the back foot to the front foot
5. The hand, arm and shoulder should then thrust forwards towards the target

### BENCH BALL TOURNAMENT

3 minute matches.

1 player from each team stands on a bench at opposite ends of a court and rest of team score by getting the ball into their hands.

Players cannot move with the ball.

Teams of 6.

Rest of class watches and picks best defender and best attacker.

3 minutes per game.

Discuss positives and negatives after each game Start with a small narrow pitch to make it easier for defenders.

2nd round of games make pitches wider and longer to make it easier for attackers.

1 team watches the game to assess defenders/ attackers and basic skills

### Key Assessments

#### All Children will:

Can send and control a ball

Can move into space

Can shadow opponent

Can work together to achieve a goal

Know difference between attack and defence

#### Most Children will:

Send and control on the move

Use evasion strategies.

Understand marking

Can move into space purposefully

Can apply principles effectively

#### Some children will:

Execute a variety of passes consistently

Anticipate when evasion is necessary

Anticipate potential opportunities to intercept

Select appropriate action quickly in an attacking situation

Show awareness of tactics

### Subject specific vocabulary and definitions (Tier 3 vocabulary)

Anticipation	Knowing that something is going to happen
Intercept	Stop the ball from getting to its destination
Defence	Trying to stop the other team from scoring a goal
Attack	Trying to score a goal
Concentration	Giving all of your attention
Evasion	Escaping from the person who is marking you

### Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
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To send and control a ball.

To understand the need for evasion.

To know principles of defence.

To know principles of attack.

To apply principles to game situations.

To apply principles to game situations.

Year 3 – Autumn 2		Unit 2 – Interpretive Dance	
National Curriculum Objectives Covered			
<ul style="list-style-type: none"><li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li><li>perform dances using a range of movement patterns</li><li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul>			
Overall Outcomes			
ALL: Can work cooperatively to perform a dance sequence			
MOST: Can perform with control and precision			
SOME: Can evaluate and improve performance			
Prior Learning			
Year 1		Year 2	
Show originality when moving on different levels. Improve sequences based on Feedback Work collaboratively to adapt a sequence		Give specific feedback on a performance. Use specific feedback to improve performance.	
Next Steps – Progression through the PE curriculum			
Year 4	Year 5		Year 6
Perform as a character. Use and perform with distinct and expressive movements. Create original movements to support narrative. Be an active group member. Evaluate a performance and refine accordingly. Adapt own performance to different stimuli.	Perform with elements of originality and expression. Work cooperatively with a partner. Convey a message or expression through dance. Adapt and change a performance based on self-evaluation. Give appropriate feedback.		Perform movements and routines with originality and expression. Link movements to a story. Adapt and change performance based on self-evaluation. Adapt performances to incorporate equipment. Create and perform original routine with elements of performance and flair. Give appropriate feedback
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit	
Know to create a sequence using different speeds, levels and directions. Know to perform moves to a beat with control.		Translate stimuli to dance moves. Move appropriately with expression. Move at different speeds, directions, and levels. Copy basic moves with precision. Copy an extended sequence. React to different tempo.	
Subject Guidance for teachers			


**Overview**






-Dance is all about moving our bodies to a musical rhythm. There are many different types of dance.

-In dance, we explore space, and consider how we can use our bodies to show ideas, mood, character and feelings.

-Throughout KS2 dance, we learn how to copy and create actions in response to different ideas and themes. We should also consider how our use of space and timing can create different effects. We can use choreographing to change and adapt ideas.

-Our dances may be with partners or teams. We should work together to perform movements safely, and be able to give and receive feedback using the correct key words.



Physical		
Skill	Definition	How do I do this?
 Traveling	To move from one place to another place.	Think of the different ways that you can travel and change direction, e.g. skipping, crawling, creeping, hopping and sliding. Repeating and linking actions can help them to contribute to the wider ideas/themes. -Use counts of 8 to stay in time with the music.
 Actions	Body movements in time to the music.	Examples of actions include clapping, clinking, looping, crawling, shuffling, twirling and spinning. -Use clear and confident actions – they may be exaggerated to make ideas more obvious. Use counts to help you and others stay in time.
 Reaction	To respond to the movements and actions of others.	-Using opposites with partners can help us to create a symmetrical 'mirror' effect that is pleasing on the eye. -Consider how movements/actions complement your partner's movements/ actions.
 Balancing	To hold a body position with control.	Consider each part of your body and the shapes that you make. Hold moves for at least 5 seconds. Keeping arms and legs further apart helps. -Add quality by being still, pointing fingers & toes. -When taking weight on hands, tense stomach.
 Making Sequences	To put actions together.	-Consider how actions look together. Make for quality, control, and how in time (coordinated) you are with music/ your partners and/or teams.

**Social and Emotional**

**Communication/ Decision-Making**  
Often, dances require more than one person to work together well as a team. Communicate to ensure that you stay in time and perform actions in agreed ways. Everyone should get a say in choreographing routines.

**Selecting and Applying**  
There are a huge range of different actions and moves that we can perform. We should select those that are most effective at different times, to demonstrate the themes/idea that we are trying to show.

**Key Vocabulary**

Dance

Movement

Theme

Balance

Control

Traveling

Choreograph

Routine

Confidence

Coordination

Timing

Feedback

Mirroring

**Resolving Issues**  
Follow the rules and listen to the coach's instructions. Store and handle any apparatus that you are using properly. Make sure that higher risk dance moves are performed safely.

**Building Confidence**  
Some dance actions can be difficult. It is important that we believe in ourselves and understand that with practice and understanding we can achieve great things. Praise one another to help build confidence.

**Responding to Feedback**  
We need to ensure that we welcome praise and constructive criticism as tools to improve. We may need to persevere. Perseverance is about keeping going even when something is difficult or boring.

**Challenging Myself**  
Whenever we learn anything, we have to start somewhere! Improving ourselves is all about putting in hard work and practice, challenging ourselves to be better than we were before! Be ambitious in your choreography, knowing that practice can help you to succeed.


**Thinking/ Strategic**

**Feedback** – Finding out from someone else what they think about your dance/ actions is vital in improving your dance actions, moves and routines. Remember to be constructive when feeding back to others!

**Repeating** the same movements over again can help make your dance memorable. Unison means to dance together in time.

**Choreography** is designing sequences of actions and movements in order to create routines. Choreography may be revisited when something isn't working.

-Success in dance is all about quality and control. Quality is about making sure that your actions and movements look clear and confident. Good posture helps this. Control is when you hold positions carefully. Tense muscles to help control movements and balances. Consider space (e.g. how the space is used, how far apart dancers are) and timing (when/where actions happen, tempo, and how fast or slow movements are performed).



## Key Assessments

### ALL:

- Can translate stimuli to dance moves
- Can move at different speeds, direction, and level
- Can create a sequence
- Can work with a partner to create sequence
- Can describe their dance

### MOST:

- Can move appropriately with expression
- Can change speed, direction and level purposefully
- Create a sequence using different speed, levels and direction
- Can perform with control
- Members of group perform with control
- Can perform with precision

### SOME:

- Show control and originality
- Shows expression during sequence



Can perform consistently with control and precision					
Perform with originality and expression					
Can describe, evaluate and alter performance accordingly					
Subject specific vocabulary and definitions (Tier 3 vocabulary)					
Tempo	Speed at which something happens				
Confidence	Being sure about your abilities				
Precision	Doing something exactly as it should be done				
Composition	The way the parts of the dance have been put together				
Coordination	Using different parts of your body together				
Medium Term Planning					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To explore and respond to a stimuli.	To explore movement and respond to stimuli.	To create a link dance phrases.	To create and link dance phrase with partner.	To create and link dance phrases in a group.	To refine and evaluate a performance.

Year 3 – Spring 1		Unit 3 – Gym - Floor	
National Curriculum Objectives Covered			
<ul style="list-style-type: none"><li>develop flexibility, strength, technique, control, and balance [for example, through athletics and gymnastics]</li><li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul>			
Overall Outcomes			
ALL: Can adapt and perform a sequence			
MOST: Can perform sequence with control and can work effectively with a partner			
SOME: Can perform effectively with a partner showing control and creativity			
Prior Learning			
Year 1		Year 2	
Show tension in some movements and balances. Create an original 5-part sequence. Perform sequence as part of a competition with control, tension and balance. Introduce a linking movement.		Show tension in a variety of movements and balances. Create an original 5-part sequence using linking movements. Perform sequence as part of a competition with control, tension and balance. Act on feedback	
Next Steps – Progression through the PE curriculum			
Year 4	Year 5		Year 6
Consistently show tension and control. Perform leaps as part of a sequence. Create own sequence. Respond to and give appropriate feedback.	Show creativity in paired work. Show safe landing position. Give appropriate feedback and work collaboratively Perform leaps as part of an original sequence. Adapt and perform a sequence with control and precision		Consistently show body tension. Perform original sequence with enthusiasm, precision, fluidity and balance. Demonstrate sound understanding of gymnastic performance. Evaluate own and others performance. Adapt ideas showing gymnastic awareness. Adapt pace to race situation. Adapt pace to race situation.
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit	
Know how to perform ½ turns and full turns on a floor with control. Know how to roll with control in at least 2 different ways. Know how to roll forward into sitting position. Know how to use linking movements with control. Know how to alter a shape in the air.		Show variety in balances. Perform sequence in unison. Balance using apparatus	
Teacher Subject Knowledge and guidance			

## Log roll

### Log Roll

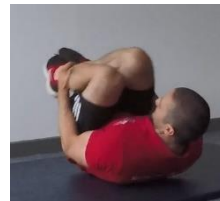
1. Children lie on mat with straight arms and legs with fingers and toes pointing.
2. Roll sideways travelling from back to front to back again going the same direction in one continuous motion.



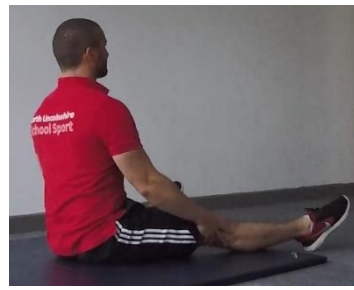
## Egg roll

### Egg Roll

- 1- Start in a kneeling position with back straight.
- 2- Tuck up so back is parallel with floor.
- 3- Roll sideways .
- 4- Finish in original starting position.



## Teddy Roll



### Teddy Bear Roll

1. Sit in straddle position with arms and legs wide apart and straight.
2. Reach down to hold legs.
3. Roll down one arm and across the shoulders.
- 4- Roll down the other arm
5. Finish in a seated straddle position.

## Forward Roll



### Forward Roll

1. Standing arms up in gym pose
2. Squat with arms out in front
3. Hand on floor in front, feet still in squatting position
4. Lean forward, straighten legs to form an inverted v
5. Tuck chin into chest and keep it there.
6. Rock forward
7. Rock u to finish on two feet in a squat or standing position

## Dish and hollow

### Dish and Hollow

1. Same as Log Roll although this time arms and legs don't touch the floor at any point.
2. Start on back with straight arms and legs raised slightly in the air.
3. Children roll sideways onto their front, arching their back so arms and legs don't touch the floor and in one continuous motion keep rolling until on their back again.



### Key Assessments

#### **ALL:**

- Can attempt to roll forwards
- Roll with control in at least 2 rolls
- Evaluate and adapt a sequence
- Move with control
- Can create and perform sequence with control

#### **MOST:**

- Roll with control in all rolls
- Move with control and fluency
- Can create and perform a sequence with control and fluency
- Can roll forward confidently into sitting position
- Can perform in unison

#### **SOME:**

- Evaluate own and others performance
- Move with control and fluency in a variety of movements
- Can roll forward with control to standing position
- Show creativity and high levels of performance
- Evaluate and improve performance
- Can perform together in different ways

### Subject specific vocabulary and definitions (Tier 3 vocabulary)

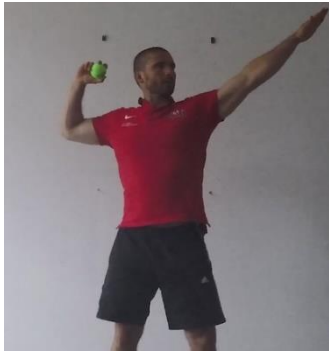
Posture	The position in which you stand or sit
Fluid	Smooth and graceful movements
Purpose	Reason for doing something
Confidence	Being sure about your own abilities

### Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
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To move with control and fluency.	To roll with control.	To perform a variety of rolls.	To create a complex sequence.	To create and evaluate paired sequence.	To adapt sequence to include apparatus.
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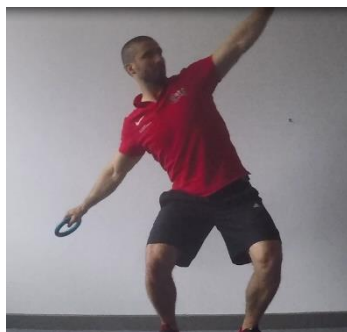
Year 3 – Spring 2		Unit 4 – Athletics	
National Curriculum Objectives Covered			
<ul style="list-style-type: none"><li>use running, jumping, throwing and catching in isolation and in combination</li><li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li><li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul>			
Overall Outcomes			
ALL: Are aware of basic techniques in running, jumping and throwing			
MOST: Can consistently apply good technique when running, jumping and throwing			
SOME: Show high levels of power when perform actions, using the correct technique most of the time			
Prior Learning			
Year 1		Year 2	
Use sideways movement for a purpose. Self-select appropriate speed when moving. Select appropriate technique in a given situation.		Evaluate and improve sprinting technique. Self-select appropriate speed when moving. Select appropriate technique in a given situation with different objects	
Next Steps – Progression through the PE curriculum			
Year 4	Year 5		Year 6
Adapt pace to race conditions. Select appropriate speed for a race. Select appropriate throwing technique for an event. Use correct technique to achieve maximum power. Describe effects of exercise. Explain rates of recovery	Isolate parts of the jump in order to improve performance. Combine elements of jump to maximise distance. Adapt pace to race situation. Develop preferred starting position.		Understand fully how a skill is broken down. Evaluate performance of others and suggest improvements. Adapt pace to race situation. Show determination. Demonstrate a strong desire to improve. Maintain a competitive attitude
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit	
Know how to jump and land safely. Know how to run effectively at different speeds. Know good sprinting technique. Know basic principles of throwing for distance. Know how to throw for distance Know and use a variety of techniques to throw.		Hop with balance and control. Jump with balance and control. Perform athletic sequence with control. Show good acceleration from a static start. Demonstrate basic principles of throwing for distance. Describe and evaluate jumping action.	
Teacher subject knowledge			
Overarm throw			



### Overarm Throw

1. Grip ball between fingers and thumb.
2. Stand sideways.
3. Take throwing hand back behind throwing shoulder.
4. Keep ball higher than shoulder.
5. Flex arm.
6. Point non-throwing arm at target.
7. Have weight on back foot.
8. Transfer weight to front foot and turn hips to face target.

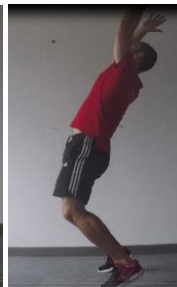
### Sling throw



### Sling throw

1. Stand sideways on feet just over shoulder width apart.
2. Quoit held in fingers, palm facing down.
3. Put arms out straight horizontally at the shoulders
4. Lower throwing arm and raise non-throwing arm, keeping both straight.
5. Swing throwing arm forward from low to high keeping non-throwing arm still Ext- twist non-throwing arm behind body as throwing arm comes forward.
6. Twist hips to face target.
7. Release quoit when arm reaches throwers face.

### Heave Throw



### Heave Throw

1. Face opposite way to throwing area.
2. Place ball between legs and hold with 2 hands
3. Bend knees
4. Pick up ball
5. Wing ball between legs
6. When happy with momentum throw ball up and over head straightening legs and bag simultaneously.

### Push Throw





## Push Throw

1. Balance ball in palm of 1 hand
2. Bend elbow and bring ball towards chest
3. Twist hips and bend knees
4. Straighten knees and straighten hips
5. Push ball away from body at 45 degree angle

## Running



## Running

1. Running on balls of feet.
2. High knees.
3. Running tall.
4. Arms pumping fast and straight.
5. Desire (will to win)

## Jumping High



## Jumping High

1. Knees are bent at least 90 degrees
2. Feet and legs are extended in full and fast action
3. Upward arm lift is coordinated with leg action
4. Head lifting and focused on target
5. Extend body fully and stretch arms out above head
6. Control landing and land close to take-off point

## Key Assessments



**ALL:**

Can jump and land with control  
 Can demonstrate all aspects of the jumping action  
 Can run fast with elements of technique  
 Can recognise and describe what their body feels like  
 Know basic principles of throwing for distance  
 Can use different throwing techniques

**MOST:**

Can describe and evaluate jumping action  
 Can consistently demonstrate all aspects of the jumping action. Give 100% effort in all activities  
 Can consistently use technique to run fast  
 Record how body feels  
 Can use a variety of techniques to throw  
 Can select appropriate technique for event

**SOME:**

Can comment on their own technique and provide accurate feedback to others  
 Demonstrate all aspects of the jumping action consistently  
 Can comment on their own and others performance  
 Can suggest activities to increase heart rate  
 Can develop their technique and adapt to different situations  
 Use correct technique to achieve maximum power

**Key vocabulary and definitions**

Weight	Changing your body position so that most of the pressure of your body is on a particular part of your body
Balance	Remaining steady and not falling
Aggression	Doing it with anger
Transfer	Moving something from one place to another
Aware	Knowing what is happening around you

**Medium Term Planning**

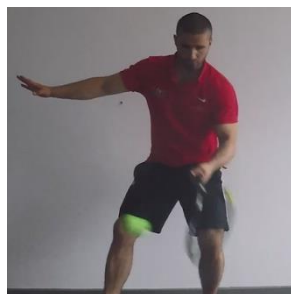
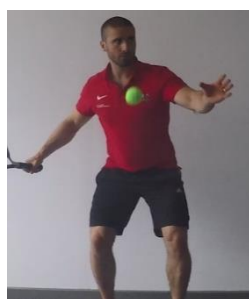
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
To refine jumping for height.	To jump with power and balance.	Consolidate running technique.	To know how running affects health and fitness.	To throw for distance using different techniques.	To throw using different techniques with power.

Year 3 – Summer 1		Unit 5 – Games: Net/Wall	
National Curriculum Objectives Covered			
<ul style="list-style-type: none"><li>use running, jumping, throwing and catching in isolation and in combination</li><li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li></ul>			
Overall Outcomes			
ALL: Can perform volley and forehand shots			
MOST: Can perform volley and forehand with control and accuracy			
SOME: Can perform shots consistently with accuracy and show awareness of principles of game			
Prior Learning			
Year 1		Year 2	
Show basic levels of hand/eye coordination. Demonstrate hand/eye coordination while moving. Hit a rolling ball with control Hit a bouncing ball. Move with an object at speed in a variety of ways. Can control object in a tight space. Control objects in a straight line. Keep control whilst changing direction Keep close control using different body parts. Show control with a change of direction at speed whilst holding/ carrying. Show control using equipment.		Show increased levels of hand/eye coordination. Demonstrate hand/eye coordination while moving in different directions. Hit a rolling ball with increased control. Hit a bouncing ball with control. Control an object at speed in a variety of ways. Can control a variety of objects in a tight space consistently. Control a variety of objects in a straight line. Keep close control using different body parts. Show control with a change of direction at speed, whilst moving in different ways. Consistently use equipment to send and control accurately.	
Next Steps – Progression through the PE curriculum			
Year 4	Year 5		Year 6
Show competitive edge. Explain the rules of a game. Demonstrate effective fielding skills consistently.	Hit a moving ball consistently and accurately. Select appropriate shot for a given situation. React well to changing situations within a game. Consistently select and apply correct throw. Show awareness of match situations		Consistently select the correct shot in any given situation. Use skills and knowledge to effectively win games. Contribute to group discussions. Lead group and resolve any conflicts
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit	

Know and execute a variety of passes Know how to mark Know and use evasion strategies Know the difference between attack and defence Know the difference between a pass and a shot Know how to select an appropriate technique in a given situation	Execute a variety of passes Send and control a ball on the move Recognise and move into a space Apply skills and knowledge effectively in a game situation. Select appropriate technique in a given situation
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### Teacher subject knowledge and guidance:

#### Forehand



#### Forehand Shot

- 1- Racket comfy in your hand holding the bottom of the handle
- 2- Low body position (knees bent)
- 3- Stand sideways on
- 4- Push through the ball
- 5- Racket goes from low to high

#### ROLLING MATCH PLAY

1. Set up a rectangle 20m x 10m
2. Line up players along outside of the long side of the rectangle numbered 1-15
3. Teacher calls a number and those players enter the rectangle at either side of the 'court'
4. 1st player hits a ball along the floor to the other side, opponent can choose to stop it and return it or hit it back straight away.
5. Point are awarded by hitting the ball so it goes over the oppositions end line of the court (short line)
6. If the ball goes out of the side your opponent gets the point.
7. Award bonus points for technique and support of team mates

#### TEACH HITTING POSITION

1. Racket comfy in your hand holding the bottom of the handle
2. Low body position (knees bent)
3. Stand sideways on
4. Push through the ball
5. Racket goes from low to high.

### Key Assessments

#### ALL:

- Can return a bouncing ball with their hand
- Can throw accurately
- Can catch
- Can hit a volley
- Can hit a moving ball
- Can join in a rally

#### MOST:

- Can rally with a partner

Can hit a moving ball with control.  
 Can hit a ball with a bounce  
 Can hit a volley with control  
 Can rally with a partner to at least 10 shots.  
 Can show awareness of space

**SOME:**

Show awareness of hitting into space  
 Can hit a moving ball with control consistently  
 Can hit a ball with a bounce with control  
 Can hit a volley with precision  
 Can show awareness of space  
 Can show accuracy consistently

**Subject specific vocabulary and definitions (Tier 3 vocabulary)**

Co-ordination	Using different part of the body together efficiently
Accuracy	Hit the ball in the exact way it should be done
Volley	Hit the ball before it touches the ground
Forehand	A shot in tennis in which the palm of your hand faces the direction in which you are hitting the ball.
Rally	A continuous series of shots that plays exchange without stopping

**Medium Term Planning**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To develop hand/eye co-ordination.	To develop racket skills.	To develop racket skills.	To develop racket/ eye co-ordination.	To develop hitting technique.	To hit a moving ball accurately.

Year 3 – Summer 2		Unit 6 – Games: Striking/Fielding	
National Curriculum Objectives Covered			
<ul style="list-style-type: none"><li>• use running, jumping, throwing, and catching in isolation and in combination</li><li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li></ul>			
Overall Outcomes			
ALL: Can throw and catch consistently and accurately			
MOST: Can apply throwing and catching skills in a game situation			
SOME: Show awareness of principles of attack and defence and can show elements of leadership to support team			
Prior Learning			
Year 1		Year 2	
Can predict where to move to stop a ball Show awareness of moving into a space and receiving on the move. Select appropriate throw (underarm/overarm) Select the best way to send Show awareness of purpose when sending an object		Can predict where to move to stop a ball effectively. Show increased awareness of moving into space and receiving on the move. Can adapt throwing and catching technique instinctively Show awareness of purpose when sending an object	
Next Steps – Progression through the PE curriculum			
Year 4	Year 5		Year 6
Consistently select appropriate skill for different situations Know difference between a shot and a pass Quickly identify space and react accordingly. Understand marking and react to an attack Evaluate own performance Consistency show awareness of game principles Give and act on effective feedback Select appropriate technique in a given situation	React well to changing situations within a game. Consistently select and apply correct throw. Show awareness of match situations Hit a moving ball consistently and accurately. Select appropriate shot for a given situation.		Have some creative input into the creation of a game Evaluate activity and make appropriate changes Implement attacking and defensive tactics in a game Develop own attacking and defensive tactics Show high levels of awareness of game principles Show leadership qualities to support and encourage
Key knowledge acquired throughout this unit		Key skills acquired throughout this unit	
Know and execute a variety of passes Know how to mark Know and use evasion strategies Know the difference between attack and defence Know the difference between a pass and a shot Know and select appropriate techniques in a given situation		Execute a variety of passes Send and control a ball on the move Recognise and move into a space Apply skills and knowledge effectively in a game situation. Select appropriate technique in a given situation	
Teacher subject knowledge and guidance			

## Catch



### Catching

1. Feet in a comfy position facing where the ball is coming from.
2. Hands ready in an open position.
3. Get body behind ball keep watching
4. Watch the ball into the softest part of the hand and cushion ball into body.

### TEACH Striking.

1. Eye on the ball
2. Comfortable body position
3. Body sideways on to the ball
4. Appropriate back lift
5. Follow through to the direction you want ball to go.

## Long barrier stop



### Long barrier Stop

- 1- Get into line with the ball
- 2- Twist your upper body, leading with the shoulder furthest from the ball.
- 3- Bend both knees, so that the knee of the leg nearest to the ball touches the ground, but it is also in front of the back of the heel of the other leg.
- 4- With fingers down and head forward, pick up the ball and then stand back up ready to deliver

### TEACH Underarm throw

1. Ball/ object in palm of hand
2. Feet/ non-throwing arm pointing at the target
3. Pull arm slowly back
4. Release ball so that ball travels up.
5. Throwing arm should finish facing the target.

**Rules of Scatterball-** (played on a rounders pitch with a tennis racket and tennis ball)

<http://www.sportplan.net/drills/Rounders/Ground-Fielding/team-scatterball-rounders49.jsp#>. UOP0yvldWd8

2 teams of 4 fielding. 1 team of 4 batting.

1. Batter hits 4 balls from a tall tee.
2. On hitting all 4 balls into the field all the batters run round all the basis, at the same time, as many times as they can before the fielders have returned all the balls to the batting square.
3. Then the next batter has a go until all batters have had a go, then teams swap over.

Winner is the team with the most rounders scored.

Split children into 2 games based on ability

### **1 BALL**

1 team bats and 2 teams field.

1. Batter strikes a stationary ball into the field and sets off running to a cone 5m away and back again. When they return the next batter runs. Like a relay.

2. When the ball is hit into the field all fielders must gather round the ball in a circle approx. 1m apart.
3. Ball is then picked up by a fielder and thrown around the circle until it gets back to the player who picked it up.
4. When the ball returns to the original player all fielders shout 'STOP'. This signals when batters should stop their relay. Count runs,
5. Next batter goes

EXTENSION Batters play with rounders bats.

EXTENSION 2 Instead of hitting off a tee, batters hit a moving ball (thrown by teacher/ more able child

### Key Assessments

#### **ALL:**

Know correct technique

Can hit a stationary ball

Can strike a static ball

Know to run after the ball has been struck and know the need for urgency in the field

#### **MOST:**

Demonstrate correct technique

Can hit using correct technique

Can strike a moving ball

Can react quickly to events

#### **SOME:**

Demonstrate correct technique consistently

Can hit a moving ball

Can choose direction of strike

Can act in the interests of their team

### Key vocabulary and definitions

Static	Something that does not move
Strike	Hit
Urgency	Do something quickly
Reaction	Ability to move quickly in response to something
Attack	Trying to score a goal
Defence	Trying to stop the other team from scoring a goal

### Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To throw accurately.	To stop a ball consistently.	To strike a static ball.	To strike a moving ball.	To know principles of a game.	To know principles of a game.