



### The Big Picture

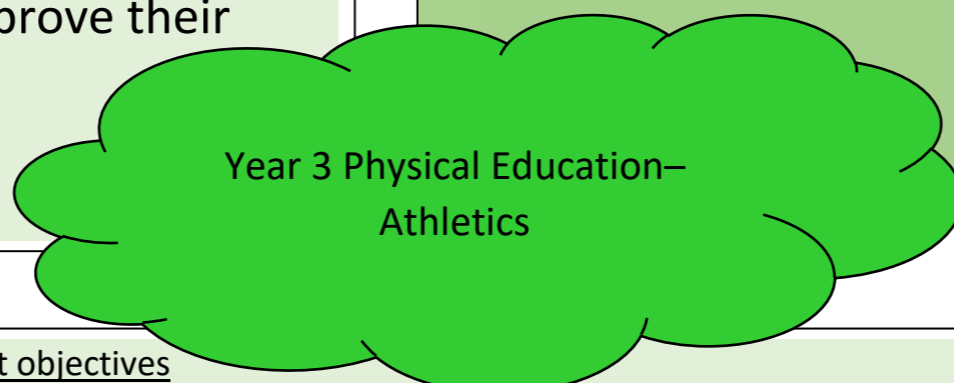
In this unit, pupils will build and learn about resilience. Athletics teaches students that even when they fail or don't accomplish their goals, they can keep on trying. It shows that determination, focus and practice can help children to accomplish their goals.

Also within this unit, it improves physical health. Getting indulged in these physical activities helps to improve their heart function, strengthens their muscles and bones and helps with endurance levels.

### What do we already know?

Knowledge Retrieval:

- To explore and develop dodging.
- To apply dodging when beginning to attack and defend.
- To consolidate jumping.
- To apply jumping into a game.
- To explore and develop jumping combinations.



Year 3 Physical Education–  
Athletics

### NC objectives

Pupils should be taught to:

- use running, jumping, throwing, and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

### Key unit objectives

- To explore running for speed.
- To explore acceleration.
- To introduce and develop relay (running for speed in a team).
- To throw for accuracy.
- To throw for distance.
- To learn the techniques for a standing long jump.

### Key Questions

- Can they run at fast, medium and slow speeds whilst also changing direction?
- Can they link running and jumping activities with some fluency, control and consistency?
- Can they make up and repeat a short sequence of linked jumps?
- Can they take part in a relay activity and know when it is their turn to run and what to do?
- Do they throw a variety of objects, changing their action for accuracy or distance?

### Key vocabulary and understanding for concept connectors

Acceleration – increasing the speed.

Accuracy – with close precision.

Distance – the length of space between two points.

Standing long jump – a type of jump performed in athletics.

Relay – a race between teams where each member covers a certain part of the course.

Speed – a measurement of how fast something moves.



### The Big Picture

The unit provides children with the opportunity to experience new and exciting sports and activities by participating in a range of outdoor adventurous activities. It also provides children with both physical and mental challenges.

By taking part in these activities in the outdoor environment, it offers space and therefore is particularly important to those children who learn best through active movement. In addition, children are able to take responsibility and demonstrate leadership in order to achieve a goal.

### What do we already know?

#### Knowledge Retrieval:

- To understand why communication is important.
- To know why it is important to have a leader.
- To know what makes a successful team.
- To know how to navigate a simple map.

Year 3 Physical Education—  
OAA: Communication and  
tactics

### NC objectives

#### Pupils should be taught to:

- use running, jumping, throwing, and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement

### Key unit objectives

- To create and apply simple tactics.
- To develop leadership.
- To develop communication as a team/collaborate collectively as a team.
- To understand the desired outcome.
- To use cognitive thinking to identify the fastest/easiest route to take.

### Key Questions

- Can they follow a map in a familiar context?
- Can they move from one location to another following a map?
- Can they use clues to follow a route?
- Can they follow a route safely?
- Do they know how to communicate appropriately within their team?
- Do they listen to the leader?
- Does the leader fulfil their role?

### Key vocabulary and understanding for concept connectors

Map – a symbolic representation of a certain place.

Teamwork – working together with others to get an end goal.

Communication – giving, receiving, and sharing information.

Leadership – someone whom other people will follow.

Tactics – a skilful way of doing something or making something happen.

Route – a course of travel from one place to another.

OAA – Outdoor Adventurous Activities



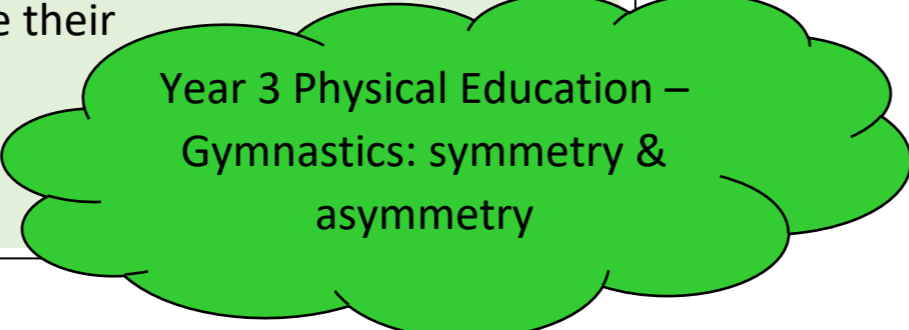
### The Big Picture

This unit provides children with opportunities to develop their agility, balance and coordination whilst working with increased control, and confidence. Teaching symmetrical balance enables children to copy another child's movements and mirror them. However, teaching asymmetrical balance is significant in gymnastics because it is more dynamic and interesting. It evokes feelings of modernism, movement, energy and vitality. Throughout this unit, children will build self-morale, determination and will improve their communication skills.

### What do we already know?

#### Knowledge Retrieval:

- To develop linking.
- To begin to link on apparatus.
- To include jumps, rolls and balance sequences on apparatus.
- To create and perform a sequence.
- To explore/develop zig-zag pathways.
- To explore/develop curved pathways.
- To create and perform pathway sequences.



### NC objectives

#### Pupils should be taught to:

- use running, jumping, throwing, and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement

### Key unit objectives

- To introduce a symmetry.
- To introduce an asymmetry.
- To apply their learning onto apparatus.
- To sequence formation.
- To sequence completion.
- To understand that focusing on a point helps a person to balance.

### Key Questions

- Can they use a greater number of their own ideas for movement in response to a task?
- Can they adapt sequences to suit different types of apparatus and their partner's ability?
- Can they explain how strength and suppleness affect performance?
- Can they compare and contrast gymnastic sequences, commenting on similarities and differences?
- Can they perform symmetrically and asymmetrically?
- Can they balance on apparatus?
- Do they focus on a point when balancing?

### Key vocabulary and understanding for concept connectors

Transition – passing from one stage or place to another.

Balancing – a steady position that does not fall.

Sequence -a particular order in which things follow each other.

Pathway – a route in which a person takes.

Linking – to join or connect movements.

Symmetry – the same on both sides.

Asymmetry – different on both sides.



### The Big Picture

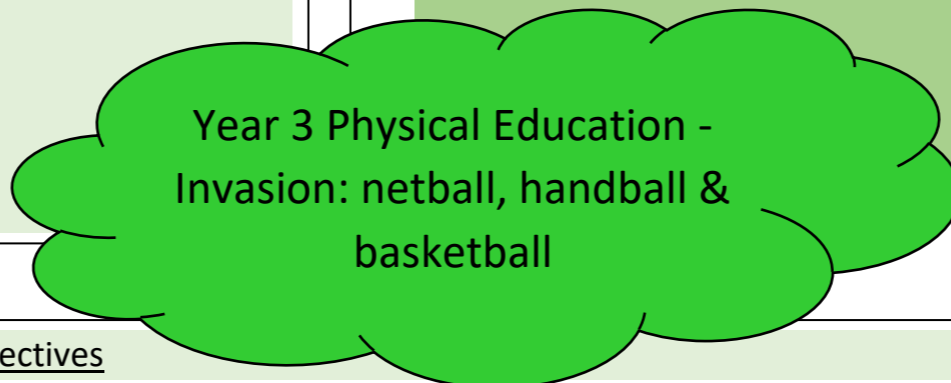
Teaching invasion games to children helps children to develop new skills and has many physical benefits. The purpose of this unit is to teach children to invade the opponent's territory while scoring points and keeping the opposing team's points to a minimum, and all within a defined time period.

Within this unit, children learn about specific values such as honesty, self-control, bravery and persistence.

### What do we already know?

#### Knowledge Retrieval:

- To develop teamwork.
- To cooperate and communication within a team.
- To develop dribbling/passing and receiving.
- To combine dribbling/passing, receiving, and keeping possession.
- To develop dribbling/passing and receiving to score a point.
- To understand which skills to apply to attack and defend.
- To apply underarm and overarm throws in a game.



### NC objectives

#### Pupils should be taught to:

- use running, jumping, throwing, and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement

### Key unit objectives

- To introduce passing, receiving and creating space.
- To develop/combine passing and moving.
- To combine/develop passing and shooting.
- To introduce dribbling and keeping control.
- To combine dribbling and passing to create space.
- To develop/combine passing and moving.

### Key Questions

- Can they throw and catch with control when under limited pressure?
- Are they aware of space and use it to support team-mates and cause problems for the opposition?
- Do they know and use rules fairly to keep games going?
- Can they keep possession with some success when using equipment that is not used for throwing and catching skills?
- Can they pass and receive during the game?
- Can they make accurate shots?

### Key vocabulary and understanding for concept connectors

Passing – transferring a ball from one player to another of the same team.

Receiving – to come into possession of.

Shooting – sending an object towards/in a goal.

Dribbling – bouncing or kicking the ball continuously and keeping possession.

Accurate – free of mistakes or error.



### The Big Picture

In this unit, pupils are taught to develop the skill of tracking and retrieving a ball and turning to aim at a target. These skills are useful in many striking and fielding games, from throwing at stumps in cricket to throwing to a teammate in rounders. This unit has a significant effect on children's fundamental movement skills, such as running speed, agility, balance, and hand-eye coordination.

### What do we already know?

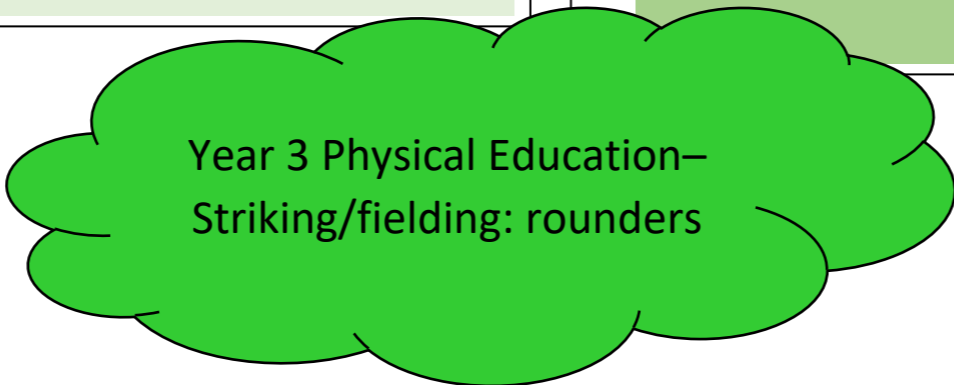
#### Knowledge Retrieval:

- To take part in throwing and catching activities.
- To run for speed.
- To take part in competitive games.
- To practise striking a ball.
- To throw overarm.

### NC objectives

Pupils should be taught to:

- use running, jumping, throwing, and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement



Year 3 Physical Education -  
Striking/fielding: rounders

### Key unit objectives

- To introduce rounders.
- To introduce overarm throwing.
- To apply overarm and underarm throwing.
- To introduce stopping the ball.
- To apply stopping the ball in a game.

### Key Questions

- Can they throw and catch under pressure?
- Can they bowl overarm?
- Can they bowl underarm?
- Do they know how to stop the ball quickly?
- Do they understand the rules of rounders?

### Key vocabulary and understanding for concept connectors

Overarm – when you throw the ball with your arm high above your shoulder.

Underarm – applying a pushing force to an object to propel it.

Striking – when the batsman strikes the ball with a large bat.

Fielding – the team who is not batting but have to get the opposing team out.

Base – posts that batters must keep in contact with and fielders must stump.

Bowler – bowls the ball to the batter.

Backstop – a person who helps the bowler guide the ball to the correct position.



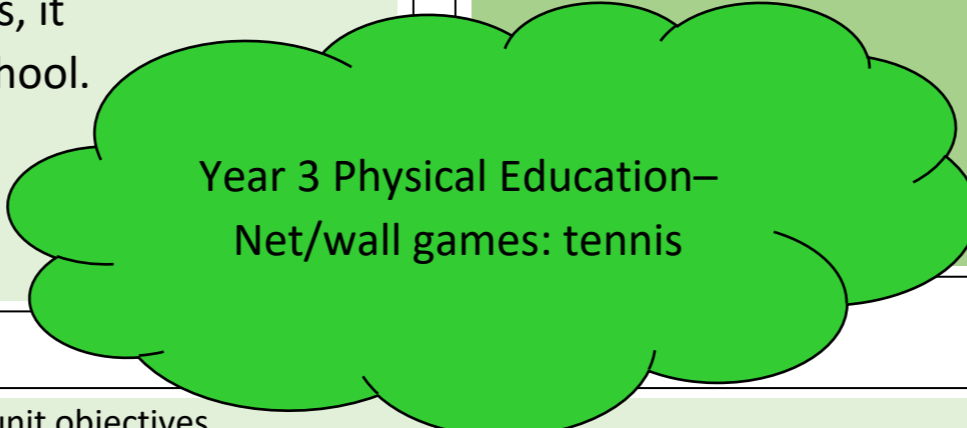
### The Big Picture

In this unit, pupils develop their visual-motor coordination and strengthen muscles. It also helps children to improve agility, reaction speed and reflexes. For lots of young people, sportspeople are some of the most visible relatable role models in successful careers. This helps many children to start to think about their future place in the world of work and to set their ambitions high. Therefore, keeping current with Wimbledon and famous tennis players, it may inspire children to play tennis in and out of school.

### What do we already know?

Knowledge Retrieval:

Net/wall games (tennis) is a starter unit, there is no knowledge needed to begin this unit.



### NC objectives

Pupils should be taught to:

- use running, jumping, throwing, and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement

### Key unit objectives

- To introduce tennis.
- To introduce outwitting an opponent.
- To create space to win a point.
- To consolidate how to win a game.
- To introduce racquets.
- To introduce the forehand.

### Key Questions

- Can they use a racquet accurately?
- Do they understand how to use the space?
- Do they understand how to win a game?
- Can they hit the ball using a forehand motion?

### Key vocabulary and understanding for concept connectors

Opponent – a person or thing that is the opposite position (playing against).

Forehand – a stroke played with a racquet with the palm of the hand turned in the direction in which the hand is moving.

Net/Wall game – activities in which players send an object towards a court or target area that the opponent is defending.