

Year 3 PE Curriculum Overview

Key facts

Children will learn to -

- Balance and control throughout
- Fluent, smooth movements
- Performing movements in both directions/on both sides

Prior Knowledge

Children have previously worked on balance and coordination skills in Year 2.

Autumn 1 – Personal: Coordination and Static Balance

Key Vocabulary

Balance, Challenge, Control
Movement, Direction

Brief summary/ overview

Children will learn to become more resilient with challenges developing their coordination footwork and developing their static balance on one leg.

By the end of the half term children will be able to persevere with a task and improve my performance through regular practice.

Resources

Balls
Cones
Benches
Pathways

Cross curricular links/visits

Maths – Movement and directions

Year 3 PE Curriculum Overview

Key facts

Children will learn to -

- I help organise roles and responsibilities.
- I show patience and support others listening carefully to them about our work.
- I can help, praise and encourage others.

Prior Knowledge

Children have previously worked on their social development during Year 2 and it builds upon their balance skills.

Autumn 2 – Social:
Dynamic balance to
agility and Static
balance

Key Vocabulary

Patience, responsibility, landing, gestures, take – off

Brief summary/ overview

Children will learn to develop their sportsmanship by praising others, sharing their own ideas with their peers and organising roles and responsibilities and guiding a small group through a task.

Resources

Balls
Cones
Benches
Pathways

Cross curricular links/visits

Maths – Movement and directions

PSHE- Relationships

Year 3 PE Curriculum Overview

Key facts

Children will learn to -

- Identify specific parts of performance to work on.
- Explain what I am doing well.
- Explain why someone is working or performing well.

Prior Knowledge

Children have previously worked on their cognitive development during Year 2 and it builds upon their agility and balls skills and control.

Spring 1 – Cognitive:
Dynamic balance to
agility and
Coordination ball
skills

Key Vocabulary

Personal best, minimum wobble,
opposite, opposition, core muscles

Brief summary/ overview

Children will learn to develop their cognitive and performance skills through developing their physical focus and balance.

Resources

Balls, hoops, beanbags, rope, scarfs, spots,
stop watches, pathways

Cross curricular links/visits

Maths – Movement and
directions

PSHE- Relationships

Year 3 PE Curriculum Overview

Key facts

Children will learn to -

- Change tactics, rules or tasks to make activities more fun or more challenging.
- Recognise similarities and differences in movements and expression.
- Select and link movements together to fit a theme.

Prior Knowledge

Children have previously worked on their creative development during Year 2 and it builds upon their coordination and balancing skills.

Spring 2 – Creative Skills:
Coordination – Sending
and receiving.
Counter Balance – with a
partner

Key Vocabulary

Tempo, body positioning,
similarities, differences, receiving

Brief summary/ overview

Children will learn to link actions and develop sequences of movements that express their own ideas. Children will be able to link movements together to fit a theme.

Resources

Large balls, small balls, variety of tennis or foams balls.

Cross curricular links/visits

Maths – Movement and directions

Year 3 PE Curriculum Overview

Key facts

Children will learn to -

- Perform a variety of movements and skills with good body tension.
- Perform and repeat longer sequences with clear shapes and controlled movement.
- Perform a range of skills with some control and consistency.

Prior Knowledge

Children have previously worked on their physical development during Year 2 and it builds upon their agility and balancing skills.

Summer 1 – Physical Skills:
Agility – Reaction/ Response
Static balance – Floor work

Key Vocabulary

Sequence of movements, changes in level, direction or speed.

Brief summary/ overview

Children will learn to maintain a ready position and know how the whole body is used when sending and receiving a ball.

Resources

Cones or markers, Balloons, Balls, Markers, Small and large bouncy balls, Chalk, Cones, Beanbags, Floor Spots, Balloons and spots or markers.

Cross curricular links/visits

Maths – Movement and directions

Year 3 PE Curriculum Overview

Key facts

Children will learn to -

- Explain how often and how long I should exercise to be healthy.
- Describe how and why my body changes during and after exercise.
- Use equipment appropriately and move and land safely.

Prior Knowledge

Children have previously worked on their Health and Fitness during Year 2 and it builds upon their agility and static balance.

Summer 2 – Health and Fitness
Skills:
Agility – Ball chasing
Static balance – Stance

Key Vocabulary

Exercise, body changes, fitness, warm up, cool down

Brief summary/ overview

Children will learn that developing Fundamental Movement Skills will help support them to move and land safely. As blood flow to our muscles increases, they get warmer and contract, relax and stretch more easily. Over-competing and inappropriate training, for example, too much too soon, can have a long-term negative impact on health and fitness.

Resources

Cones, Markers, Large Balls, Beanbags, Spots, Hoops, Rackets, Balls, Cones or markers.

Cross curricular links/visits

Maths – Movement and directions