Year 3 Physical Education Curriculum

A clear overview of the Year 3 PE curriculum, organised by half term, with unit purpose, success criteria and vocabulary for learning.

Intent

Each unit builds pupils' fundamental movement skills, physical confidence, teamwork, personal development and vocabulary for learning.

Implementation

Learning is organised across the year through practical activities, movement challenges, partner work, games and skill-based tasks.

Impact

Pupils develop control, coordination, balance, teamwork, confidence, fairness and an understanding of how physical activity supports health and wellbeing.

Year 3 Curriculum Map

Half Term	Unit	Intent and Implementation	Vocabulary for Learning
Autumn 1	**OAA Problem Solving**	THE UNIT PURPOSE The unit of work will explore what makes an effective team through different problem-solving challenges. Throughout the unit, there will be a focus on pupils developing skills essential to working within a team. KEY SUCCESS CRITERIA Pupils will work within a team to complete the different problem solving challenges successfully.	VOCABULARY FOR LEARNING Communication: Is the method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual. Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.

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		Pupils will apply an understanding of what makes an effective team and understand how important their role is within the team. Pupils will develop life skills such as respect and communication as they collaborate with their team members to successfully complete the challenges. Pupils will develop their ability to remain positive and try their best in every challenge. They will begin to show leadership attributes.	Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way. Strategy: Is a planned set of actions that are used by a team or individual to achieve a long term goal. We plan a strategy and then use specific tactics to help us achieve our goal.
Autumn 1	**Health and Wellbeing Mindfulness**	THE UNIT PURPOSE The unit of work will explore how we feel in our minds and in our bodies, when we experience various emotions. Pupils will learn how to execute meditative balances and relaxation techniques to help combat feelings of anxiety. Pupils will gain an awareness of how to apply these techniques in day-to-day life. KEY SUCCESS CRITERIA Pupils will develop their ability to use and apply different relaxation techniques. Pupils will be able to execute a variety of meditative balances correctly. Pupils will understand what relaxation means as well as understanding why meditative balances can benefit the mind and body. Pupils will effectively apply life skills such as cooperation as they collaborate with others and support each other to develop their mindfulness techniques.	VOCABULARY FOR LEARNING Meditative Balances: A meditative balance is a still position that pupils hold still for at least ten seconds or three long in, and out breaths. Deep Breathing: Deep breathing is a relaxation technique that is used to help us to relax and to feel more calm. Relaxation techniques: Relaxation techniques are methods, such as breathing, meditation and exercise, that can be used by an individual to help reduce stress and anxiety levels. Balanced: Means that we can hold our bodies still without moving for a sustained period of time.

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Autumn 2	**Tag Rugby**	THE UNIT PURPOSE The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving to score a try. Pupils will develop their understanding of when, where and why they need to create space when they are attacking. KEY SUCCESS CRITERIA Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball. Pupils will explore how we tag an opponent. Pupils will understand the importance of tagging. Pupils will apply their skills with developing confidence as they grow in their ability to show resilience. Pupils will develop life skills such as cooperation and communication as they collaborate with others including their opponents.	VOCABULARY FOR LEARNING Try: A try is a method of scoring points in rugby. A try is scored when the attacking player holding the ball places the ball over the opposition's try line using two hands. Tagging or Tag: Is the method applied by the defending team to stop the ball carrier running with the ball. Ball Carrier: The ball carrier is defined as the attacker who is in possession of the ball. Attacker: We are considered an attacker when we or our team are in possession of the ball or in control of the ball. The aim of the game for the attackers is to score a try. Defender: We are considered a defender when we are not in possession of the ball. The aim of the game for the defenders is to prevent the opposition from scoring a try. Possession: Is when we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have possession that we can create the opportunity to score. Dodge: Is a method of moving quickly by an attacker, from one side to the other, to avoid being tagged by a defender.

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Autumn 2	**Football**	THE UNIT PURPOSE The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing, moving and dribbling. Pupils will learn how to keep possession and eventually score in order to win a modified game. KEY SUCCESS CRITERIA Pupils will develop their passing, moving and dribbling skills to outwit their opponents and keep possession of the ball. Pupils will apply an understanding of where, when and why we pass, move and dribble in order to score points against another team. Pupils will develop life skills such as respect and communication as they collaborate with others including their opponents. Pupils will apply their skills while developing confidence as they grow in their ability to show resilience and self-motivation.	VOCABULARY FOR LEARNING Possession: Is when we have physical control of the ball. This could be when working individually or as part of a team. It is when we have possession that we can create the opportunity to score a goal. Free Kick: A free kick is a method of restarting the game following an offence committed by the opposing side outside of the penalty area. Penalty: A penalty kick is a method of restarting the game following an offence committed by the opposing side inside the penalty area. Attacker: We are considered an attacker when we or our team are in possession of the ball. The aim of the game for the attackers is to keep possession and score a goal. Defender: We are considered a defender when we are not in possession of the ball. The aim of the game for the defenders is to prevent the opposition from scoring a goal.
Spring 1	**Gymnastics** **Canon & Unison**	THE UNIT PURPOSE The unit of work will challenge pupils to develop and apply an understanding of canon and unison to create sequences. Pupils will work in small groups to create sequences that combine both canon and unison, using a range of apparatus that flow.	VOCABULARY FOR LEARNING Apparatus: The term apparatus refers to a piece of equipment that is used in gymnastics. For example, a bench, vault or balance beam. Unison: Unison is where pupils perform the same movement at exactly the same time as

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		KEY SUCCESS CRITERIA Pupils will execute excellent movements in both canon and unison. Pupils will be able to link these movements together forming sequences. Pupils will develop life skills such as evaluation as they create their sequences in pairs and groups, making any adaptations when necessary. Pupils will collaborate showing cooperation skills with their partners and groups as they work together to create their sequences and share apparatus with others.	each other. Canon: Canon is where pupils perform the same movement one after the other. Excellent gymnastics: Excellent refers to when pupils are being silent, extending their fingers and toes and, when they make a shape or balance, they are able to hold still for at least 4 seconds. Extension: This is when pupils are pointing or extending their fingers and toes when moving or holding a balance. Sequence: This is a combination of controlled movements, balances or actions that have been added or linked together in a particular order.
Spring 1	**Gymnastics Symmetry and Asymmetry**	THE UNIT PURPOSE The unit of work will focus on exploring movements and balances in symmetrical and asymmetrical ways. Pupils will create sequences starting with their symmetrical balance on apparatus, moving out of it and travelling to a new piece of apparatus and ending in their asymmetrical balances applying flow. KEY SUCCESS CRITERIA Pupils will execute excellent balances and movements in both symmetrical and asymmetrical ways. Pupils will be able to link these movements and balances together. Pupils will develop life skills such as resourcefulness	VOCABULARY FOR LEARNING Excellent gymnastics: Excellent refers to when pupils are being silent, extending their fingers and toes and, when they make a shape or balance, are able to hold it still for at least 4 seconds. Linking: This means successfully adding two movements together so that they flow one after the other. Flow: This is when a gymnast moves from one action to another without stopping. Interesting: This means pupils are thinking and being creative. This includes adding different

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		and evaluation as they create their sequences in pairs, making any adaptations when necessary. Pupils will collaborate showing cooperation skills with their partner as they work together to create their sequences and share apparatus space with others.	levels and different connection points to their balances and/or movements. Extension: This is when pupils are pointing or extending their fingers and toes when moving or holding a balance. Symmetrical: Symmetry occurs when a balance or a movement is identical on either side. Asymmetrical: Asymmetry means when a balance or a movement does not match on either side.

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Spring 2	**Netball**	THE UNIT PURPOSE The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving. Pupils will learn how to keep possession and eventually score in order to win a modified game. KEY SUCCESS CRITERIA Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball. Pupils will apply an understanding of where, when and why we pass and move, in order to score points against another team. Pupils will develop life skills such as respect and communication as they collaborate with others including their opponents. Pupils will apply their skills with developing confidence as they grow in their ability to show resilience and determination.	VOCABULARY FOR LEARNING Chest Pass: Is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When using a chest pass, the passer should strive to throw the ball to the receiver's chest level. Footwork: A player can receive the ball with both feet grounded or jump to catch the ball and land on two feet simultaneously. The landing foot cannot be moved, other than to pivot on the spot, whilst the other foot can be moved in any direction. Attacker: We are considered an attacker when we are in possession of the ball or in control of the ball. A player whose task is to attack the opposition in an attempt to score. Defender: We are considered a defender when we are not in possession of the ball or when the ball is not in our control. A player whose task it is to prevent the opposition scoring and to regain possession. Possession: Is when we have physical control of the ball or other implement of play. This could be when working individually or as part of a team. It is when we have possession that we can create the opportunity to score.

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Spring 2	**Dance**	THE UNIT PURPOSE The unit of work will challenge pupils to respond to different stimuli, being able to add drama and emotion to the dance. Pupils will create a performance which will include stage presence, timing, rhythm and sustaining character. KEY SUCCESS CRITERIA Pupils will ensure that their movements are big and clear, and they will perform with expression and emotion as they tell a story. Pupils will understand what makes an excellent dance. Pupils will apply creativity as they try a range of movement options. Pupils will apply life skills such as cooperation and encouragement as they work successfully with their partner to execute their sequences in unison. Pupils will strive to ensure their sequences are performed precisely and accurately, showing self-motivation to want to improve.	VOCABULARY FOR LEARNING Rhythm: Is a repeated pattern of movements or sounds. Timing: In dance, timing refers to moving to the beat of the music. Stage presence: Is the ability of a dancer to capture and command the attention of an audience. Excellent Dancers: Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph. Expression: Refers to the actions a dancer uses to make their character's thoughts or feelings known. Creativity: Refers to pupils using their imagination or original ideas when performing their dance actions. Emotion: Refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.
Summer 1	**Golf**	THE UNIT PURPOSE The unit of work will explore the concept of golf, as pupils learn where and why we want to aim our shots, in order to complete the challenges in as few shots as possible. Pupils will learn how to strike the ball for	VOCABULARY FOR LEARNING Roller/Putter: The Roller is also known as a Putter. This is the club that is used when we want to hit the ball with control, along the ground, when the ball is close to the hole or

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		accuracy using a Roller/Putter and work competitively against themselves and others. KEY SUCCESS CRITERIA Pupils will be able to throw the ball and/or strike the ball using the Roller/Putter accurately, sending the ball to the intended target. Pupils will understand where to throw or hit the ball and be able to outwit their opponent using their accurate throwing and striking skills. Pupils will develop life skills such as teamwork and cooperation, as they collaborate effectively with others including their opponents.	target. Hole/Target: The hole, Sticky Flag or Target, is the target we are aiming to hit in the least number of shots as possible. Tee/Hoop Clock: The Tee is the position on the golf course where players start each hole. Course: A course consists of a series of holes. Players follow a routeway around the course in a logical order. Shots: Shots refers to the number of times a player strikes or throws the ball on each hole. Accuracy: Is the ability to control where we throw, roll or strike the ball.
Summer 1	**Cricket**	THE UNIT PURPOSE The unit of work will explore how to apply the principles of attack vs defence in a cricket context. Pupils will learn how to utilise fielding skills to keep the batter's score as low as possible. Pupils will also explore batting skills to outwit the fielders and score as many runs or points as possible. KEY SUCCESS CRITERIA Pupils will develop their throwing, catching and batting skills to outwit their opponents and win the game. Pupils will demonstrate a growing understanding of the difference between attack and defence, batting and fielding. Pupils will develop life skills such as respect and cooperation as they collaborate with others including	VOCABULARY FOR LEARNING Batting: Batting is the skill of hitting a ball with a bat into a space to score runs. The aim of the game for the batter, or attacking team, is to score as many runs as possible. Fielder: A fielder is a defensive position that is occupied while the other team are batting. The aim of the fielding team, or defending team, is to keep the batter's score as low as possible. Out: Is a form of dismissal which occurs when the batter's period of batting is brought to an end by the opposing team. Throwing: Means using your arm or hand to propel a ball with force through the air to a specific target or area.

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		their opponent. Pupils will apply their skills with developing confidence as they grow in their ability to show self-motivation and determination.	Catching: Means receiving and holding the ball with our hands when the ball has been hit or thrown to us. This includes holding onto a ball struck by a batter before it touches the ground. Outwit: Means using your intelligence to trick or outsmart your opponent or the other team. Strike: Means hitting the ball with a bat with the purpose of scoring runs.
Summer 2	**Athletics**	THE UNIT PURPOSE The unit of work will explore how we can use our bodies to run as fast as possible, exploring the correct technique individually and within teams. Pupils will also begin to examine how to jump as far as possible and compare throwing accurately with throwing for distance. KEY SUCCESS CRITERIA Pupils will develop their ability to run and jump as fast or far as possible with the correct techniques and throw for distance, exploring the most effective technique. Pupils will apply an understanding of how to use the correct technique for running fast, jumping far and throwing for distance and why it is so important. Pupils will develop life skills such as cooperation and encouragement as they collaborate with others and support each other to develop their techniques.	VOCABULARY FOR LEARNING Relay: A relay is a running race where members of a team take turns to complete parts of the race. Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal. Speed: Is the ability to move all or part of the body as quickly as possible. Speed is vital to success when sprinting or throwing an object. Acceleration: Is how quickly an athlete can increase their speed over a distance. For example, this might mean how quickly an athlete ran over 10m starting from a stationary position. Distance: Is defined as the length of space between two points. This might mean how far an athlete has to run, how far an athlete has thrown an object, or how far an athlete has

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			jumped. Accuracy: Is the ability to control where we throw an object.
Summer 2	**Tennis**	THE UNIT PURPOSE The unit of work will explore how to apply the principles of attack vs defence in order to win a game of tennis. Pupils will understand where and why we throw or hit the ball on the court and be introduced to basic shot techniques. KEY SUCCESS CRITERIA Pupils will throw or hit the ball into space on their opponent's side of the court. After playing a shot, pupils will recover to a ready position, ready to return the ball. Pupils will develop their understanding of where, when and why we throw or hit the ball into spaces on their opponent's side of the court. Pupils will develop life skills such as cooperation and encouragement as they play fairly against others, keeping the score. Pupils will apply their skills with developing confidence as they grow in their ability to show resilience and determination.	VOCABULARY FOR LEARNING Baseline: The baseline runs parallel to the net and defines the back of the court on each side. Forehand: A forehand is a shot in which the palm of your hand faces the direction in which you are hitting the ball. Rally: A rally is a series of returned hits of the ball that ends when either player fails to successfully return the ball. Out: Is the term used when the ball is returned over the net and does not bounce on the inside of the court. Outwit: Means using your intelligence to trick or outsmart your opponent to win a point. Return: Means successfully hitting a ball back over the net, landing it in on your opponent's side of the court. Recover: Means returning to a position on the court, usually in the middle of the court on the baseline, ready to receive a shot from your opponent.