



Year 3

PE:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal Skills I can persevere with a task and improve my performance through regular practise I cope well and react positively when things become difficult. I have begun to challenge myself. I know where I am with my learning. I try several times if at first I don't succeed I ask for help when appropriate.	Social Skills I cooperate well with others and give helpful feedback I help organise roles and responsibilities and I can guide a small group through a task. I am happy to show and tell others about my ideas. I show patience and support others listening carefully to them about our work. I can help, praise and encourage others in their learning.	Cognitive Skills I can identify specific parts of a performance to work on. I can understand ways (criteria) to judge a performance. I can use my awareness of space and others to make good decisions. I can explain what I am doing well and have begun to identify areas for improvement. I have begun to order instructions, movements and skills. I can explain why someone is working or performing well. With help I can recognise similarities and differences in performance.	Creative Skills I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or more challenging. I can recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks. I can select and fit movements together to fit a theme. I can begin to compare my movements and skills with those of others.	Physical Skills I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow. I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. I can perform a range of skills with some control and consistency.	Health and Fitness I can describe the basic fitness components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. I can explain why we need to warm up and cool down. I can describe how and why my body changes during and after exercise. I use equipment appropriately and move and land safely. I can say how my body feels before during and after exercise.
Coordination Footwork Static Balance One Leg	Dynamic balance to Agility Jumping and Landing Static Balance Seated	Dynamic Balance on a Line Coordination Ball Skills	Coordination Sending and Receiving Counter Balance With a partner	Agility Reaction/Response Static Balance Floorwork	Agility Ball Chasing Static Balance Stance



Year 3 Curriculum Overview

REAL PE runs alongside the application curriculum except Forest School half terms.

Autumn 1 • Football

Dribble, pass, receive, support and defend in modified games.

Autumn 2 • Hockey

Grip, push pass, receive, dribble safely and use space.

Spring 1 • Gymnastics

Sequences using balances, rolls, jumps, levels and partner relationships.

Spring 2 • Forest School

Team problem solving, navigation cues, risk awareness and shared responsibility.

Summer 1 • Athletics

Sprint, pace, relay, jump and throw with measurable improvement.

Summer 2 • Cricket / Rounders

Strike a moving/rolled ball, bowl/throw, catch, field and understand scoring.

Year 3 • Autumn 1 • Football

PRIOR LEARNING

- Retrieve relevant REAL PE movement skills and the previous year's application of space, control, cooperation and safe practice.

WHY THIS? WHY NOW?

- Dribble, pass, receive, support and defend in modified games.
- This unit is positioned to build on prior physical literacy and prepare pupils for the next phase, authentic competition or wider physical activity.

KEY VOCABULARY

- possession • attack • defend • support • mark • intercept • space • tactic

SIX-SESSION LEARNING SEQUENCE

1. Retrieve and assess foundation skills
2. Explicitly teach core technique
3. Combine technique with movement/partner work
4. Apply skill in opposed or compositional context
5. Develop tactics/performance quality and decision-making
6. Apply in game/performance; evaluate and improve

SEND / INCLUSION

Use STEP: adapt Space, Task, Equipment and People; visual modelling; chunked instructions; extra rehearsal; preserve the core learning intention.

SMSC • CAREERS • HEALTH

Fairness, respect, resilience, teamwork and leadership. Link to coaching, teaching, officiating, physiotherapy, sports science, outdoor instruction and active lifestyles as relevant.

Year 3 • Autumn 2 • Hockey

PRIOR LEARNING

- Retrieve relevant REAL PE movement skills and the previous year's application of space, control, cooperation and safe practice.

WHY THIS? WHY NOW?

- Grip, push pass, receive, dribble safely and use space.
- This unit is positioned to build on prior physical literacy and prepare pupils for the next phase, authentic competition or wider physical activity.

KEY VOCABULARY

- possession • attack • defend • support • mark • intercept • space • tactic

SIX-SESSION LEARNING SEQUENCE

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SMSC • CAREERS • HEALTH

Fairness, respect, resilience, teamwork and leadership. Link to coaching, teaching, officiating, physiotherapy, sports science, outdoor instruction and active lifestyles as relevant.

Year 3 • Spring 1 • Gymnastics

PRIOR LEARNING

- Retrieve relevant REAL PE movement skills and the previous year's application of space, control, cooperation and safe practice.

WHY THIS? WHY NOW?

- Sequences using balances, rolls, jumps, levels and partner relationships.
- This unit is positioned to build on prior physical literacy and prepare pupils for the next phase, authentic competition or wider physical activity.

KEY VOCABULARY

- balance • travel • roll • jump • flight • sequence • control • tension

SIX-SESSION LEARNING SEQUENCE

1. Retrieve and assess foundation skills
2. Explicitly teach core technique
3. Combine technique with movement/partner work
4. Apply skill in opposed or compositional context
5. Develop tactics/performance quality and decision-making
6. Apply in game/performance; evaluate and improve

SEND / INCLUSION

Use STEP: adapt Space, Task, Equipment and People; visual modelling; chunked instructions; extra rehearsal; preserve the core learning intention.

SMSC • CAREERS • HEALTH

Fairness, respect, resilience, teamwork and leadership. Link to coaching, teaching, officiating, physiotherapy, sports science, outdoor instruction and active lifestyles as relevant.

Year 3 • Spring 2 • Forest School

PRIOR LEARNING

- Retrieve relevant REAL PE movement skills and the previous year's application of space, control, cooperation and safe practice.

WHY THIS? WHY NOW?

- Team problem solving, navigation cues, risk awareness and shared responsibility.
- This unit is positioned to build on prior physical literacy and prepare pupils for the next phase, authentic competition or wider physical activity.

KEY VOCABULARY

- navigate • route • challenge • risk
- cooperate • lead • evaluate

SIX-SESSION LEARNING SEQUENCE

1. Retrieve safe movement and teamwork
2. Physical team challenge
3. Navigation / route-finding challenge
4. Problem-solving under changing constraints
5. Leadership and independent decision-making
6. Apply, reflect and evaluate

SEND / INCLUSION

Use STEP: adapt Space, Task, Equipment and People; visual modelling; chunked instructions; extra rehearsal; preserve the core learning intention.

SMSC • CAREERS • HEALTH

Fairness, respect, resilience, teamwork and leadership. Link to coaching, teaching, officiating, physiotherapy, sports science, outdoor instruction and active lifestyles as relevant.

Year 3 • Summer 1 • Athletics

PRIOR LEARNING

- Retrieve relevant REAL PE movement skills and the previous year's application of space, control, cooperation and safe practice.

WHY THIS? WHY NOW?

- Sprint, pace, relay, jump and throw with measurable improvement.
- This unit is positioned to build on prior physical literacy and prepare pupils for the next phase, authentic competition or wider physical activity.

KEY VOCABULARY

- sprint • pace • relay • jump • throw • distance • personal best

SIX-SESSION LEARNING SEQUENCE

1. Retrieve and assess foundation skills
2. Explicitly teach core technique
3. Combine technique with movement/partner work
4. Apply skill in opposed or compositional context
5. Develop tactics/performance quality and decision-making
6. Apply in game/performance; evaluate and improve

SEND / INCLUSION

Use STEP: adapt Space, Task, Equipment and People; visual modelling; chunked instructions; extra rehearsal; preserve the core learning intention.

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Fairness, respect, resilience, teamwork and leadership. Link to coaching, teaching, officiating, physiotherapy, sports science, outdoor instruction and active lifestyles as relevant.

Year 3 • Summer 2 • Cricket / Rounders

PRIOR LEARNING

- Retrieve striking/fielding progression from KS1–Y4: tracking, striking, throwing, catching, retrieving and scoring.

WHY THIS? WHY NOW?

- Strike a moving/rolled ball, bowl/throw, catch, field and understand scoring.
- This unit is positioned to build on prior physical literacy and prepare pupils for the next phase, authentic competition or wider physical activity.

KEY VOCABULARY

- strike • bowl • field • catch • retrieve • score • accuracy • tactic

SIX-SESSION LEARNING SEQUENCE

1. Retrieve and assess foundation skills
2. Explicitly teach core technique
3. Combine technique with movement/partner work
4. Apply skill in opposed or compositional context
5. Develop tactics/performance quality and decision-making
6. Apply in game/performance; evaluate and improve

SEND / INCLUSION

Use STEP: adapt Space, Task, Equipment and People; visual modelling; chunked instructions; extra rehearsal; preserve the core learning intention.

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