

Year 3 Scheme of Work – Physical Education

Unit	Time (Wks)	Activities	Outcomes	Differentiation	Assessment	NC Links	Other Subject Link
Previous learning: Y2 – enter and exit water safely; stretched floating using aids; push and glide; water safety code; swim on back/front for distance of 5m.				Next learning: Y4 - Same outcomes			
3.1 Swimming	7	<ul style="list-style-type: none"> - Red 5m unaided: Swim unaided for 5m using recognised arm & leg actions; competently, confidently & consistently. - Red stroke development: Swim for 5m on 3 of the following strokes (with buoyancy aids) – front paddle, back paddle, basic breaststroke, butterfly leg kick. - Red water safety: Enter the water safely and submerge the face underwater. - Red water safety: Float on front or back for 10 seconds, moving into a standing position (use of aids permitted). - Red water safety: Tread water for 10 seconds using buoyancy aids in 1.2m depth. - Red water safety: Perform a basic shout & signal rescue from poolside. - Red water safety: Exit the water safely without support. 	<ul style="list-style-type: none"> - Enter and exit water safely without support. - Swim unaided for 5m. - Use 3 strokes with aids: front paddle, back paddle, basic breaststroke, butterfly leg kick. - Perform a shout & signal rescue. - Float on front or back and tread water for 10 seconds. 	<ul style="list-style-type: none"> - Different swimming levels 	<ul style="list-style-type: none"> Continuous throughout. Practical 	<ul style="list-style-type: none"> To swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. To perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> PSCHE – water safety Maths – rotation, position
Previous learning: Y2 - Hold a racket correctly; hit a ball to a target; throw a ball underarm; combine their skills to play a competitive game; hold a cricket bat correctly and use it to control and hit a ball to a target; roll a ball accurately to a partner; use the correct overarm technique to throw a ball forwards; identify an area for improvement; cooperate with others to play a team game, taking on different roles within the game.				Next learning: See unit 3.4			
3.2 Invasion Games: Football	7	<ul style="list-style-type: none"> - Apply the basic principles of invasion games. - Move with the ball. - Use a range of techniques to pass the ball. - Understand the basic principles of defending in invasion games. - Understand the basic principles of attacking in invasion games. - Apply the basic principles of invasion games. 	<ul style="list-style-type: none"> - Know some of the basic principles of invasion games; - Recognise and begin to apply basic attacking skills such as dodging, with some success; - Recognise and begin to apply basic defending skills such as marking and intercepting, with some success; - Pass, receive and travel with a ball in a variety of ways with increasing control and accuracy; - Identify and use tactics to help themselves and their team keep possession of the ball; - Use space well to pass and receive a ball. 	<ul style="list-style-type: none"> - Different physical targets 	<ul style="list-style-type: none"> Continuous throughout. Practical 	<ul style="list-style-type: none"> To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. To develop flexibility, strength, technique, control and balance. 	<ul style="list-style-type: none"> PSCHE - teamwork
Previous learning: Y1 - Star, straight and tuck shapes; perform two contrasting balances; travel and balance in different ways, showing changes in speed and direction; create a sequence; maintain a clear body shape when performing a log and egg roll; perform a controlled straight jump on the floor, landing safely; create own sequence; perform a front support wheelbarrow; identify skills needed for effective teamwork; identifying which skills they need				Next learning: Y5 – stag jump, split leap; squat through vault; perform a round-off; perform movements with control of key skills; refine own performance and advise others; plan and perform a gymnastic sequence with creatively linked movements.			

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to practise further.							
3.3 Gymnastics – Movement	6-8	<ul style="list-style-type: none"> - Perform a range of jumps accurately. - Accurately perform a log and egg roll. - Perform a squat on vault accurately. - Link movements together by performing a chassis step, straight jump half-turn and cat leap. - Create and perform a gymnastics sequence with a partner. 	<ul style="list-style-type: none"> - Describe how to perform the new movements learnt in the unit; - Perform movements that show good understanding and control of the key skills needed; - Describe what they have done or changed in order to improve their performance during a lesson; - Link a series of movements together to create a longer sequence; - Practise and refine their own movements and ‘spot’ and advise others around them. 	- Different physical targets	Continuous throughout. Practical	To develop flexibility, strength, technique, control and balance. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.	N/A
3.4 Athletics	6-7	<ul style="list-style-type: none"> - Practise existing running, jumping and throwing skills. - Sprint effectively. - Run with fluency over hurdles. - Jump for distance. - Develop and refine different throwing techniques. - Learn different push throw techniques. 	<ul style="list-style-type: none"> - Apply and try to improve existing running, throwing and jumping skills; - Demonstrate increasing control and coordination when running and performing a jump or throw; - Identify and demonstrate how different running techniques can affect their performance and focus on improving their sprinting technique. - Demonstrate some rhythm and technique when running over obstacles; - Perform the standing long jump using the correct technique to achieve the furthest possible distance; - Perform the underarm, overarm and push throws with control and accuracy and develop their technique; - Follow step-by-step instructions and copy actions to learn new techniques with some accuracy, control and 	- Different physical targets	Continuous throughout. Practical	To use running, jumping, throwing and catching in isolation and in combination. To develop flexibility, strength, technique, control and balance. To compare performances with previous ones and demonstrate improvement to achieve personal best.	

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			<p>fluency;</p> <ul style="list-style-type: none"> - Perform learnt skills and techniques with increasing success, control and confidence when participating in running, jumping and throwing activities and games; - Compete against self and others in a controlled manner and demonstrate noticeable improvements to achieve their personal best; - Watch, describe and evaluate the effectiveness of a performance. 				
<p>Previous learning: See unit 3.2</p>			<p>Next learning: Y4 - Pass, dribble and shoot with control; identify and use tactics to help themselves and their team keep possession of the ball; tackle opponents with success and intercept the ball to win back possession; use space well to pass and receive a ball; identify areas and suggest ways that performances and games could be improved.</p>				
<p>3.5 Games – Striking & Fielding</p>	<p>7-9</p>	<ul style="list-style-type: none"> - Catch with accuracy. - Use an overarm throw to hit a target with accuracy. - Strike a ball in an intended direction. - Work cooperatively to field a ball. - Use striking and fielding skills in a game. - Design and play games that use striking and fielding skills. 	<ul style="list-style-type: none"> - Strike a bowled ball in an intended direction; - Stop a ball using a range of techniques; - Play cooperatively with teammates, making decisions about when to run for points and when to not; - Choose and use a range of simple tactics and strategies when striking and fielding; - Invent rules for striking and fielding games. 	<ul style="list-style-type: none"> - Different physical targets 	<p>Continuous throughout.</p> <p>Practical</p>	<p>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>	<p>N/A</p>