




| Year Three | | Intent | Implementation | Impact | |
|---|--|--|--|--|--|
|  | | It is our intention to develop a lifelong love of physical activity, sport and PE in all of our children. We aim to ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills like leadership and teamwork. Within each lesson, we strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform and evaluate. It is our intention to ensure that every child has access to at least 2 hours of physical activity per week. | Our secure subject knowledge ensures that modern, high-quality teaching and learning opportunities are provided for all areas of the PE National Curriculum. Technical glossaries, skills posters and guidance support us in our subject knowledge allowing us to share technical vocabulary and skills that children need clearly, confidently and concisely. We structure lesson sequences to consider prior learning and provide opportunities for revision and practise to help build depth to children’s knowledge, skills and understanding. | Learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging in age-appropriate content. We ensure that learning is memorable, allowing links to be made and ultimately creating a higher level of engagement and understanding. Children’s attainment and progress is measured using an assessment spreadsheet linked to the ‘I can’ statements below. We give ample opportunity for children to showcase the acquired skills in a range of competitions entered over the year. | |
| GYMNASTICS | | GAMES | DANCE | ATHLETICS | ADVENTURE |
| I can recognise and describe the effects of exercise on the body. I can explain why it is important to warm up and cool down. | | I can recognise and describe the effects of exercise on the body. I can explain why it is important to warm up and cool down. | I can recognise and describe the effects of exercise on the body. I can explain why it is important to warm up and cool down. | I can recognise and describe the effects of exercise on the body. I can explain why it is important to warm up and cool down. | I can recognise and describe the effects of exercise on the body. I can explain why it is important to be safe. |
| I can link combinations of actions with increasing confidence. I can develop the quality of my actions, shapes and balances. I can use a range of jumps in my sequences. I can do a forward roll from standing. I can balance on apparatus. | | I can develop a range of skills in striking and fielding. I can throw a ball in different ways (e.g. fast, slow, high, low.) I can use two different way of moving with a ball in a game. I can move with the ball in a variety of ways with some control. I can apply and follow rules fairly. | I can perform with some awareness of rhythm and expression. I am beginning to improvise with a partner to create a simple dance. I am beginning to adapt movements and motifs. I can perform skills and techniques with control and confidence. I can develop the quality of actions in my performances. | I can complete a 15m bleep test. I can sprint for distances up to 50m. I can perform a good technique for throwing a howler. I can perform basic technique for long jump. I can run over a longer distance conserving energy. | I can identify the basic orienteering symbols and colours on a key. I can begin to choose equipment that is appropriate for an activity. I can communicate with others and work as a team. I can orientate myself with confidence and accuracy around a short trail. I can make forest crafts. |
| I can evaluate the effectiveness of a performance and describe how it has improved over time. | | I can evaluate the effectiveness of a performance and describe how it has improved over time. | I can evaluate the effectiveness of a performance and describe how it has improved over time. | I can evaluate the effectiveness of a performance and describe how it has improved over time. | I can evaluate the effectiveness of a performance and describe how it has improved over time. |



Key Stage Two
Year Three

Key Stage Two National Curriculum Aims

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).
- Perform dances using a range of movement patterns.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- 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.
- Take part in outdoor and adventurous activity challenges both individually and within a team.