

The Piggott School: Charvil Primary



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Curriculum Map: Physical Education Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content Declarative knowledge 'I Know'	Fitness *Understand what aerobic exercise is *Discuss the importance of leading a healthy lifestyle *Understand the importance of warming up and cooling down Rounders *Identify you need to practise improving your performance *Describe how your body feels when exercising understand the link between heart rate and breathing when exercising *Employ Simple tactics in games *Devise suitable warm up activities for upcoming activities	Orienteering *Participate in competitive orienteering events, following instructions of the game *Recognise activities need thinking through and planning *Evaluate your performance and recognise what went well and what could be improved Gymnastics *Learn how to evaluate and recognise your own success and areas for improvement, as well as the effectiveness and quality of performance *Describe how your body feels when exercising	Basketball *Enjoy simple tactics in game situations *Recognise and explain good performances *Understand the link between heart rate and breathing when exercising Dance *Describe and evaluate the effectiveness and quality of a dance *Collaborate with others	Kurling *Know that New Age Kurling was created by a father of a disabled son so he and other disabled people could enjoy a sport *Understand that the object of the game is to get as many stones closer to the centre of a target compared to your opponent Golf *Explore and understand how correct putting techniques can create a successful shot	Tennis *Compete with others- keeping and following the rules of the game *Identify what you do well and what you find difficult *Understand the link between heart rate and breathing when exercising Cricket *Identify what you need to practise improving your performance *Understand the link between heart rate and breathing when exercising *Devise suitable warm up activities for upcoming activities	Athletics *Recognise what they do well and what they find difficult, identifying what they need to practise to improve their performance *Understand the pace judgement when running over an increased distance *Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise Tag Rugby *Improve decision making skills and choose the right skills that meet the needs of the situation *Play simple tag rugby games with an understanding of the basic rules *To follow the rules of the game
Skills	Fitness	Orienteering	Basketball	Kurling	Tennis	Athletics

Procedural Knowledge 'I know how to'	*Understand what core strength is and develop it using correct techniques *Develop upper and lower body strength, fitness, speed, aerobic endurance, balance, body coordination, and show good control and technique *Work well both independently and in small groups *Show self-belief and determination to manage and accomplish tasks Rounders *Apply the broader range of skills, whilst ensuring basic skills are performed with control and accuracy *Throw a ball increasing distances, catchable with increasing consistency and hit a ball with correct technique *Intercept and stop the ball consistently *Work well as part of a team, particularly when fielding to make it harder for the batter	*Participate in team games, working cooperatively, solving problems with others *Communicate effectively with other people and discuss plans to achieve success to make a map with symbols and be able to recognise where you are on the map, using basic techniques *Move confidently in different ways, developing agility, balance and coordination Gymnastics *Perform a range of actions, agilities and skills with consistency, fluency, and clarity of movement *Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group *Create gymnastic sequences that meet a theme or a set of conditions, showing a clear beginning, middle and end *Create, perform and repeat sequences that include changes of dynamic eg changes of level, speed or direction	*Move with the ball keeping it under close control *Keep possession of a ball as part of a team *Pass/end a ball with increasing accuracy and receive a ball successfully *Take up spaces/positions that make it difficult for opponents Dance *Explore and create narratives in response to a stimulus *Show control, accuracy and fluency of movement when performing actions with a partner *Develop dance phrases using a canon, unison, repetition, action/reaction and question/answer *Communicate what you want through your dances and perform with control *Combine actions and maintain the quality of performance when performing at the same time as a partner	*Develop coordination to increase the accuracy of delivering the stones closer to a target Golf *Begin to develop the chipping technique, consistently lifting the ball from the floor *Apply putting skills into game situations *Show control and control to make accurate shots *Demonstrate good teamwork skills	*Perform basic skills needed for the games with control and accuracy, including throwing and stopping the ball. Perform a basic forehand action *Throw/send a ball using a variety of techniques *Take up space/positions they make it difficult for opponents *Keep a rally going Cricket *Apply and develop broader range of skills, whilst ensuring basic skills are performed with control and accuracy *Throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique *Intercept and stop the ball consistently *Work well as part of a team, employing simple tactics, particularly when fielding to make it harder for the batter	*Apply and develop a broad range of athletic skills in different ways *Show control, coordination and consistency when running, throwing and jumping *Choose the appropriate running speed to meet the demand of the task *Enjoy competing with others Tag Rugby *Know how to tag another player *Develop attacking and defending skills within tag rugby *To be able to pass the ball backwards to a teammate
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		*Develop flexibility, strength, control, technique and balance				
Vocabulary	, aerobic exercise, healthy lifestyle, warm up, cool down, body coordination, control, technique, aerobic endurance, rounders, runs, bowler, basis, caught out	Compass, North, South, East, West, cooperation, communication, map, symbol, orienteering, gymnastics, agility, balance, coordination, spatial patterns, speed, tension, continuity	Tactics, heart rate, exercise, collaborate, control, possession, position, canon, unison, repetition, action, reaction	Kurling, opponent, coordination, putting, chipping, shot, accuracy, goal, target	Forehand, rally, position, intercept, warm up, tactics	Control, coordination, consistency, running, throwing, jumping, Tag rugby, defending, teammate
Key Questions	What is aerobic exercise? Why is aerobic exercise important? What are the rules in rounders?	How can we use a compass, map and symbols to help us find things? How can we create, perform and repeat sequences?	What tactics can we use to keep possession in basketball? How can we create dance phrases using a canon, unison, repetition, action/reaction and question/answer?	How can we improve our accuracy in Kurling? What putting techniques can help us create an effective shot?	What are the basic skills needed for a successful game of tennis? How can we catch, throw and hit a ball with correct technique?	How can we improve our control, coordination and consistency when running, throwing and jumping? What are the basic rules of tag rugby?
Assessment	Throughout each activity students will be assessed using observations by class teacher against specific criteria in line with the Head, Heart, Hands grading system (Mint Green, Blue, Indigo, Violet) <u>Autumn Focus</u> Head: Rules Heart: Perseverance Hands: Balance		Throughout each activity students will be assessed using observations by class teacher against specific criteria in line with the Head, Heart, Hands grading system (Mint Green, Blue, Indigo, Violet) <u>Spring Focus</u> Head: Strategies Heart: Leadership Hands: Agility		Throughout each activity students will be assessed using observations by class teacher against specific criteria in line with the Head, Heart, Hands grading system (Mint Green, Blue, Indigo, Violet) <u>Summer Focus</u> Head: Tactics Heart: Courage Hands: Co-ordination	
Cross curricular links/Character Education	Extra-curricular – clubs & fixtures Literacy - Improving your own / others performance Numeracy – scoring in games/organising teams Teamwork – communication and working with others, leadership. Problem Solving - critical thinking. Cultural appreciation – own and professional works Resilience, Initiative, Integrity, Confidence, Aspiration					