

**Stone Hill School**  
**Curriculum Plan 2019/20**  
**Physical Education Year 3**

**Intent:**  
The structure of our P.E curriculum is divided into three main components.  
**Performance and skill** shows pupils can link two actions in a sequence. Can follow simple instructions with support of visuals. Exploring a variety of movements and showing an awareness of space. Show an understanding of basic concepts by moving in a variety of ways and linking them to a simple sequence. The use of small and large apparatus with basic control.  
**Knowledge and analysis** enables children to recognise and collect, on request, familiar pieces of equipment.  
**Leadership and teamwork** enables turn taking with a partner or small group, working in pairs or a small group cooperatively, although may require support to follow instructions to keep on task.

Term	Week/s	Topic/Theme <i>Steam</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Literacy Link Numeracy Link SMSC Link
Autumn 1	1 -3	Circle Games	<ul style="list-style-type: none"> <li>To be able to listen to and follow a set of instructions for a circle game.</li> <li>To show some understanding of how to participate and co-operate in a safe manner.</li> <li>To be able to participate in a range of circle game with some communication.</li> <li>Running skilfully and negotiating with space successfully.</li> </ul>	<p><b>Literacy</b> – Reading, speaking and listening. Writing down scores and peer/self-feedback. Questioning and using key words.</p> <p><b>Numeracy</b> – Counting and keeping score. Scoring targets at different levels. Timing and problem solving.</p> <p><b>SMSC</b> – Communicational skills and working with others. Sense of achievement, morals and fair play. Social interaction in a competitive situation.</p>
Autumn 2	4-7	Circle Games	<ul style="list-style-type: none"> <li>Using arms, legs and body parts to pretend to be something.</li> <li>To show some control and coordination with large and small movements.</li> <li>Showing some control over an object in pushing, patting, throwing, catching or kicking it.</li> </ul>	
	1 - 4	Small equipment	<ul style="list-style-type: none"> <li>To understand that equipment has to be used in a safe manner at all times.</li> <li>To identify and name a range of equipment.</li> <li>To handle equipment effectively and in a safe manner.</li> <li>Using a range of small equipment to show some control over an object in pushing, patting, throwing, catching or kicking it.</li> </ul>	
	4 -7	Small equipment	<ul style="list-style-type: none"> <li>Show some understanding of how to transport equipment in a safe manner and store equipment safely when used.</li> <li>To show ball familiarisation by using bouncing, rolling and catching skills.</li> <li>To use a range of small equipment correctly when showing ball control skills.</li> </ul>	
Spring 1		Agility, Balance, Co- ordination	<ul style="list-style-type: none"> <li>To show some control and co-ordination in large and small movements.</li> <li>To experiment with different ways of moving.</li> <li>To be able to move confidently and freely in a safely negotiating space.</li> <li>Travel with confidence and skill around, under and over objects.</li> </ul>	

			<ul style="list-style-type: none"> <li>• Jumping off an object and landing appropriately.</li> </ul>
<b>Spring 2</b>		Hand – Eye Co-ordination	<ul style="list-style-type: none"> <li>• To develop the ability to control a ball in a range of ways.</li> <li>• To develop the ability to throw accurately at a target.</li> <li>• To use throwing skills with a partner or towards a target.</li> </ul>
<b>Summer</b>		Team Games	<ul style="list-style-type: none"> <li>• To work together as part of a team in a range of games.</li> <li>• To show some emphasis for being competitive and support for your team.</li> <li>• Negotiates space successfully when playing racing games.</li> </ul>
		Athletics / Sports day practise	<ul style="list-style-type: none"> <li>• To practise and participate in a range of running races.</li> <li>• To learn athletic skills for running, jumping, throwing and catching.</li> <li>• To demonstrate a range of skills for athletic based activities e.g. javelin, running over hurdles, running in and out of cones, throwing a bean bag in hoop / skittles.</li> <li>• To follow commands to start a team race correctly e.g. 'On your Marks, Set, Go'.</li> </ul>

**Intended impact:**  
Pupils will develop their performance and skills by understanding sequencing in a range of physical movements. They will be able to show some knowledge and safety awareness when using PE equipment. Also, they will work cooperatively with other pupils to show team work and possible leadership skills.

SCHOOL