

Pudsey Bolton Royd Primary School PE Long-Term Plan

Year 3

<i>Autumn 1: Gymnastics Unit 1</i>	<i>Autumn 1: Swimming</i>	<i>Autumn 2: Dance Unit 1</i>	<i>Autumn 2: Swimming</i>
Enquiry Questions			
How can you adapt a sequence to include contrasting shapes?	What position does your body need to be in the water?	Why are facial expressions important in dance?	What can you change to allow your body to glide through the water for a longer distance?
Outcomes			
Choose and apply contrasting shapes in a sequence. Work in a group of 3 or 4 to produce a contrasting sequence. Include unison in a sequence.	Move around in the water independently. Submerge face in water. Blow bubbles. Perform a star float on front and back with or without aids. Push and glide on front and back, with or without aids. Swim 5 metres on front or back, with or without aids.	Perform to an audience. Describe and evaluate features in a dance. Watch and make decisions on how to improve own performance.	Submerge face in water. Blow bubbles. Perform a star float on front and back with or without aids. Push and glide on front and back, with or without aids. Swim 10 metres on front or back, with or without aids.
Linked Texts			
N/A	N/A	Matilda by Roald Dahl	N/A
Linked Experiences			
N/A	N/A		
Overview			
Modify actions independently using different pathways, directions and shapes. Consolidate and improve movements and gymnastics actions. Relate strength and flexibility to actions. Use basic compositional ideas.	Gain water confidence to be able to take feet off of the floor and lie in a supine/prone position in the water. Breathe out in the water with mouth submerged. Begin to move independently in the water with or without aids.	Practise and put together a performance. Perform using facial expressions. Perform with a prop.	Gain water confidence to be able to take feet off of the floor and lie in a supine/prone position in the water. Breathe out in the water with mouth submerged. Begin to move independently in the water with or without aids.
Knowledge and/or Skills Covered			
Contrasting shapes. Body control when rolling. Jumps. Partner unison. Patterns.	Entering and exiting the pool safely using steps. Floating on front and back. Moving through the water on front and back.	Perform a jazz square. Perform as 2 contrasting characters. Explore characters through description. Communicate ideas as part of a group. Use a prop in a 4-action dance phrase.	Entering and exiting the pool safely using steps or the swivel method. Floating on front and back. Moving through the water on front and back.
National Curriculum Attainment Targets			
Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to	Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a	Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key

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<p>link them to make actions and sequences of movement.</p> <p>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.</p> <p>Pupils should be taught to: develop flexibility, strength, technique, control and balance; compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>.</p>	<p>stage 2. In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.</p>	<p>broad range of opportunities to extend their agility, balance and coordination, individually and with others</p> <p>Perform dances using simple movement patterns.</p>	<p>stage 2. In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.</p>
Important Vocabulary			
<p>combinations</p> <p>explosive</p> <p>fluency</p> <p>contrasting</p> <p>unison</p> <p>low</p> <p>combinations</p> <p>full turn</p> <p>half-turn</p> <p>flexibility</p> <p>compositional ideas</p> <p>healthy active lifestyle</p> <p>sustained</p> <p>power</p> <p>control</p> <p>group</p> <p>similar</p> <p>different</p>	<p>float</p> <p>sculling</p> <p>stroke</p> <p>prone</p> <p>supine</p> <p>submerge</p> <p>glide</p> <p>propel</p> <p>technique</p>	<p>rhythm</p> <p>improvisation</p> <p>facial expression</p> <p>improvisation</p> <p>rehearse</p> <p>director</p>	<p>float</p> <p>sculling</p> <p>stroke</p> <p>prone</p> <p>supine</p> <p>submerge</p> <p>glide</p> <p>propel</p> <p>technique</p>

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<u>Spring 1: Football</u>	<u>Spring 1: Swimming</u>	<u>Spring 2: Netball</u>	<u>Spring 2: Swimming</u>
Enquiry Questions			
How can we make it easier for our teammates to pass us the ball?	How can I get in and out of the pool without using the steps?	how does accurate passing help us build a good attacking play?	What will help you to move faster when sculling on your back?
Outcomes			
Use short passes and dribbling to build an attack and determine when to run into a space to receive a ball.	Swim longer distances on front and back, with or without aids. Glide on front or back without aids. Confidently use the swivel technique to enter and exit the pool independently.	Use a range of accurate passes to build an attack and use tactics to work together to score goals.	Swim longer distances on front and back, with or without aids. Glide on front or back without aids. Use the swivel technique to enter and exit the pool independently. Retrieve objects from the bottom of the pool.
Linked Texts			
N/A	N/A	N/A	N/A
Linked Experiences			
N/A	N/A	N/A	N/A
Overview			
Be able to show basic control skills. Send the ball with some accuracy to maintain possession and build attacking play. Implement the basic rules of football.	Swim short distances, between 5 and 20 metres using one consistent stroke. Propel themselves over longer distances with the assistance of swimming aids. Move with more confidence in the water including submerging themselves fully. Enter and exit the water independently.	Perform basic netball skills such as passing and catching using recognised throws. Use space efficiently to build attacking play. Implement basic rules of netball.	Swim short distances, between 5 and 20 metres using one consistent stroke. Propel themselves over longer distances with the assistance of swimming aids. Move with more confidence in the water including submerging themselves fully. Enter and exit the water independently.
Knowledge and/or Skills Covered			
Inside of the foot pass. Trapping the ball. Short distance passing. Finding space to receive the ball. Using outside of the foot to control the ball.	Pulling and pushing. Stabilising - feet upright off the ground. Submerging. Prone float. Supine float. Leg action on back. Push, glide, turn. Doggy paddle. Transition from glide to stroke.	Chest pass. Dodging. Moving to create space. Bounce pass. Shoulder pass.	Pulling and pushing. Stabilising - feet upright off the ground. Submerging. Prone float. Supine float. Leg action on back. Push, glide, turn. Doggy paddle. Transition from glide to stroke
National Curriculum Attainment Targets			
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	Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: swim competently, confidently	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	Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: swim competently, confidently

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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: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending, compare their performances with previous ones and demonstrate improvement to achieve their personal best.	and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.	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: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending, compare their performances with previous ones and demonstrate improvement to achieve their personal best.	and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.
Important Vocabulary			
possession space teamwork score shoot intercept foot inside of the foot touch possession accuracy dribble	swim kick front back arms legs lie on front/back breath splash sculling doggy paddle prone supine glide stroke float pace	pass mark dodge attack defend footwork netball rules space accurately possession	swim kick front back arms legs lie on front/back breath splash sculling doggy paddle prone supine glide stroke float pace

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<i>Summer 1: Athletics</i>	<i>Summer 1: Swimming</i>	<i>Summer 2: Tennis</i>	<i>Summer 2: Swimming and Water Safety</i>
Enquiry Questions			
Did you complete an activity and change your technique to improve your score?	How can I change my breathing so I can swim longer distances?	What skills/techniques have you been using to score points against your opponent?	How do I know where it is safe to swim and how can I help someone who is in difficulty in the water?
Outcomes			
Work as a team to score points in running, jumping and throwing activities.	Swim 10 metres or more independently. Confidently use the swivel technique to enter and exit the pool independently. Retrieve objects from the bottom of the pool.	Use forehand hitting skills to score points and move towards the ball to return it to the other side.	Swim 25 metres independently using any stroke. Perform reach and float rescues and understand where it is safe to swim.
Linked Texts			
N/A	N/A	N/A	N/A
Linked Experiences			
N/A	N/A	N/A	N/A
Overview			
Control movement in response to instructions. Demonstrate agility and speed. Jump for height and distance. Throw with speed and power and apply appropriate force.	Swim over greater distances, between 10 and 20 metres with confidence in shallow water. Begin to use basic swimming techniques. Explore and use basic breathing patterns. Enter and exit the water in a variety of ways.	To identify and describe some rules of tennis. To serve to begin a game. To explore forehand hitting.	Swim over greater distances, between 10 and 20 metres with confidence in shallow water. Explore and use basic breathing patterns. Enter and exit the water in a variety of ways. Practise different rescue techniques. Know where it is safe to swim and what the beach flags mean.
Knowledge and/or Skills Covered			
Combination jumps. Recognise different pace. Approaching hurdles. Pull throw. Recording points.	Jump in from side and submerge Sink and roll Front crawl legs Linking three floats Breaststroke legs Somersault in water Sculling face in water	Tennis ready position. Recognise the types of hitting needed for different areas of the court. Serve with some accuracy to targets. Perform a forehand shot on a moving ball. Move towards the ball to return to the other side.	Jump in from side and submerge Sink and roll Front crawl legs Linking three floats Breaststroke legs Somersault in water Sculling face in water Treading water Backstroke Beach flags Reach rescue Float rescue
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Important Vocabulary			
	breath rotate submerge sink float sculling breaststroke glide jump on top of the water underwater front crawl backstroke tread water	forehand backhand hit return court forehand backhand bounce points score net tactics underarm overarm	breath rotate submerge sink float sculling breaststroke glide jump on top of the water underwater front crawl backstroke tread water reach rescue float rescue beach flags