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|  | Knowledge Organiser |
|  | Year 3 – PE |
| Ball Skills and related ball games | * Can show control of a combination of different passes eg chest, shoulder, underarm, bounce pass * Begins to throw a ball with more accuracy in a practice/game situation eg high/low, fast, or slow and know when it’s appropriate to use them * Starts to move to catch a ball in a practice/game situation, aiming to keep eye contact with the ball * Begins to create space when passing eg importance of getting free in order to receive a pass * Begin to understand outwitting an opponent * Begins to use some simple techniques to keep possession of the ball in smaller team games * Begin to dribble a ball with hands, feet and a hockey stick keeping control * Begin to know how to trap and pass a ball with control * Begin to hit an implement with a range of racquets/bats * Demonstrate different techniques to make contact with the implement with some success * Begin to use different striking skills and techniques * Begin to strike a ball for distance with some success * Use fielding skills to stop a ball from travelling past them * Improve the basic catching technique * Perform a range of actions, maintaining some control of the ball * Begin to communicate with others during game situations * Begin to understand how to compete against themselves and others in a controlled manner * Start to react to situations in ways that make it difficult for opponents to win * Can start to make correct decisions when playing games * Begin to understand the attacking and defending principles and understand when to use which tactic in a game situation * Continue to play uneven/even sided games, following the rules and demonstrating fair play and good team work |
| Gymnastics | * Can perform the 9 foundations shapes – tuck, pike, straddle, star, straight, front straddle, dish, arch & puck with greater accuracy and control * Can perform the 5 foundation jumps – 1 foot to same foot (hop), 1 foot to other foot (leap), 1 foot to 2 feet, 2 feet to 1 foot, 2 feet to 2 feet with greater accuracy and control * Can perform foundation positions – forward lunge, side lunge, puck, front support, back support, side support, shoulder stand * Can perform a range of rolls with a good level of accuracy and control eg forward, backward, circle roll * Can create their own stretching routines to prepare themselves for gymnastics * Can balance on points and pads * Can make a range of different shapes when balancing with increasing control * Can combine a range of different shapes and balances in a movement pattern * Can use all parts of the body when travelling in different ways * Can learn to link a variety of actions together to make longer sequences * Learns how to safely set up the gymnastic apparatus * Can work safely on both small and large apparatus |
| Dance | * Can perform basic dance actions (eg travel & change direction, turn, jump, gesture, expression, balance/stillness, change of size & shape) with greater control over each element * Recognise different styles, cultures and traditions of dance and be able to copy steps from them and perform with increasing accuracy * Begins to choreograph simple dance motifs using repetition, direction, level, speed & space * Can perform given routines from memory, performing all the elements in the correct order * Begins to choreograph movement phrases in time to a given piece of music to create short routines |
| Athletics | * Begin to learn the correct action to throw a foam javelin/shot put * Learn how to do the high jump using the scissor action * Learn how to do the long jump with good technique - 2 feet to 2 feet & 1 foot to 2 feet * Can confidently show running skills and techniques and demonstrate different running speeds * Be able to sprint for 80m * Be able to run for 150m |
| Health Related  Fitness | * Begin to understand how to warm up the body in preparation for exercise * Begin to understand how to cool down the body after taking part in exercise * Begin to understand the changes that take place in the body when exercising * Know where to take their own pulse (neck or wrist) * Begin to understand the link between exercise, healthy eating and good mental health * Begins to know the names of the muscles in the body (biceps, triceps, quad, hamstring, gluteus maximus) |
| All Activities | * Learn to successfully work independently and with others * Develop good levels of physical fitness * Develop a sense of fair play & cooperation * Follow rules and understand safety aspects of PE * Understand the importance for good health of physical education and healthy diet * Begin to learn how to improve their own performance in different physical activities * Develop more of an understanding of how to recognise their own success * Engage in both competitive activities (against self and others) and cooperative activities * Start to develop good communication & leadership skills eg by taking small group warm up sessions, giving peer to peer feedback |
| Key words | Balls skills  Underarm throw, overarm throw  Bounce pass, chest pass, shoulder pass, overhead pass  Dribble, kick, trap, tackle  Attack, defend, intercept, possession, repossession  Gymnastics  Tuck, pike, straddle, star, straight, front straddle, dish, arch, puck  forward lunge, side lunge, puck, front support, back support, side support, shoulder stand  Log roll, egg roll, forward roll, backward roll, circle roll, hand stand, head stand, cartwheel  Flexibility, control, strength  Thin, wide, twisted, curled, body tension  Symmetrical, asymmetrical  Dance  Travel, change direction, turn, jump, gesture, balance/stillness, change of size & shape  Rhythm, beats  Repetition, direction, level, speed & space  Choreography  Athletics  Underarm throw, overarm throw  Hop, skip, jump  Long jump, high jump, take off, landing  Jog, sprint, accelerate, pace, relay, baton  Health Related Fitness  Aerobic, anaerobic  Maximum Heart Rate  Pulse rate, resting pulse rate  Breathing rate  Perspiration  Cardiovascular  Biceps, triceps, quadriceps, hamstring, calf, gluteus maximus |