



Curriculum Map – Year 3

PHYSICAL EDUCATION

**PHYSICAL EDUCATION**

**Year 3**

Term	Autumn 1 & Autumn 2		Spring 1 & Spring 2		Summer 1 & Summer 2	
Topic	Invasion Games: Hands or implement	Athletics	Invasion Games: Feet	Gymnastics:	Net/Wall Games	Striking and Fielding Games
Focus						
<b>HEAD (Knowledge &amp; Understanding)</b>	<p><b>Explain</b> what changes happen to my body when I exercise? Why?</p> <p><b>Apply</b> and <b>show</b> my understanding of a 3-phase warm up with little support. Recognise the processes my body should go through to be prepared for exercise and ensure they happen to me.</p> <p><b>Explain</b> the short term effects of exercise and begin to <b>Estimate</b> what effects exercise may have over time (long term effects of exercise)</p>	<p><b>Name</b> most components of fitness.</p> <p><b>Quote</b> the definition for most components of fitness using actions to support <b>Recall</b>.</p> <p><b>Predict</b> what component of fitness may be best for certain sports. <b>Summarise</b> why.</p>	<p>Pupils should attempt to <b>Teach</b> and <b>Lead</b> some verses of the 'Bone Haka' to others.</p> <p>Most pupils should be able to <b>Give Examples</b> of what bones they are using when performing certain movements, attempting to use the correct anatomical name(s) e.g. I need to extend my radius and ulna to protect the ball.</p> <p>Pupils should <b>List</b> the 6 functions of the skeleton.</p>	<p>Pupils should attempt to <b>Teach</b> and <b>Lead</b> the 'muscles song' to others.</p> <p>Most pupils should be able to <b>Give Examples</b> of what muscle they are using, attempting to use the correct anatomical name(s) e.g. I feel my trapezius when bringing my chin to my neck.</p> <p>Pupils should <b>Give Examples</b> of antagonistic pairs, that 'contract' and 'relax' e.g. biceps and triceps</p>	<p>Pupils should <b>Extend</b> understanding of the structure, function, and mechanisms of the heart.</p> <p><b>Name</b> the components of blood and <b>Recall</b> the role of each</p>	<p><b>Remember</b> and <b>Recite</b> 7 components of a healthy diet and their definitions e.g. Water help keep you hydrated, regulate body temperature and maintain our body functions.</p> <p>Most pupils should be able to <b>Give</b> some <b>Examples</b> of what foods have what components e.g. carbohydrates are found in rice, pasta, potatoes</p>
<b>HEAD (Understanding &amp; Application)</b>	<p>Leadership and Management</p> <p>Game Understanding</p>	<p>Roles and Positions</p> <p>Use of ICT</p>	<p>Roles and Positions</p> <p>Game Understanding</p>	<p>Leadership and Management</p> <p>Composition and Planning</p>	<p>Recognising Patterns</p> <p>Understanding Time and Space</p>	<p>Roles and Positions</p> <p>Game Understanding</p>
<b>HANDS (Skill Acquisition)</b>	<p align="center">All pupils should have acquired and mastered <b>BASIC</b> skills.</p> <p align="center">Most pupils should have acquired but may still be mastering and <b>SIMPLE</b> skills.</p>					

Some pupils may have acquired some **ADVANCED** skills.

Some pupils may have acquired some **COMPLEX** skills in exceptional circumstance.

<p><b>HANDS</b> (Physical Attributes)</p>	<p>Physically pupils should develop the following components: - Speed - Agility - Balance - Coordination</p> <p>Fitness Test – N/A Discuss fitness testing and the importance of accurate, valid and reliable data.</p>	<p>Physically pupils should develop the following components: - Muscular Endurance - Cardiovascular End. - Muscular Strength - Power</p> <p>Fitness Test(s) - Cardiovascular Endurance - Muscular Endurance</p>	<p>Physically pupils should develop the following components: - Speed - Agility - Balance - Coordination</p> <p>Fitness Test(s) - Speed - Muscular Strength</p>	<p>Physically pupils should develop the following components: - Flexibility - Balance - Coordination</p> <p>Fitness Test(s) - Balance - Flexibility</p>	<p>Physically pupils should develop the following components: - Speed - Agility - Balance - Coordination</p> <p>Fitness Test(s) - Coordination - Agility</p>	<p>Physically pupils should develop the following components: - Reaction Time - Coordination - Power</p> <p>Fitness Test(s) - Power - Reaction Time</p>
<p><b>HEART</b> (Values)</p>	<p>Values should be selected to help pupils to achieve their lesson objective and to put practical context to a value. Pupils at this stage should recall the values they are been asked to show and its definition e.g. Determination is the ability to keep focused and keep going, Empathy means to be aware, care and share. Pupils should attempt to demonstrate their understanding of a value through their performance.</p> <p><b>Respect, Honesty, Resilience, Collaboration, Excellence, Empathy, Determination</b></p>					
<p><b>HEART</b> (Mindset)</p>	<p>A <b>Mindset</b> should be selected to help pupils to achieve their lesson objective and to put practical context to a behaviour for or attitude to learning. Pupils at this stage should recall the Mindset they are been asked to show and its definition e.g. Criticism is the ability to listen, embrace, learn and grow, Autonomy is the ability to manage myself and my learning. Pupils should attempt to demonstrate a growth mindset through their performance and actions.</p> <p><b>Criticism, Success of Others, Effort, Autonomy, Challenge, Motivation, Obstacles</b></p>					
<p><b>Outcome</b></p>	<p>Pupils should be playing small, sided football games 4v4, 3v3, 2v2 or 1v1 e.g. handball or benchball. They should demonstrate an appropriate level of skill to for that game. Pupils will need teacher support to manage games.</p>	<p>Pupils should easily follow teacher lead training activities e.g. a circuits, a interval session. Pupils should draw links between training and competition. Pupils should perform at their maximum when competing in indoor athletics events.</p>	<p>Pupils should be playing small, sided football games 4v4, 3v3, 2v2 or 1v1. They should demonstrate an appropriate level of skill to for that game. Pupils will need teacher support to manage games.</p>	<p>Pupils should create a partner routine with some teacher support. (this could relate to a topic or area of interest)</p>	<p>Pupils should be playing modified mini tennis matches (Mini Red Rolo) they should have understand of the boundaries and features of a court and the basic aim of a tennis match. They should demonstrate developed racket control.</p>	<p>Pupils should be playing modified cricket and rounders matches e.g. Dimond cricket, kickball rounders, Kwik cricket. They should demonstrate a developing level of skill to for the game. Pupils will need to practise skills in isolation and may need teacher support to mange/run</p>

