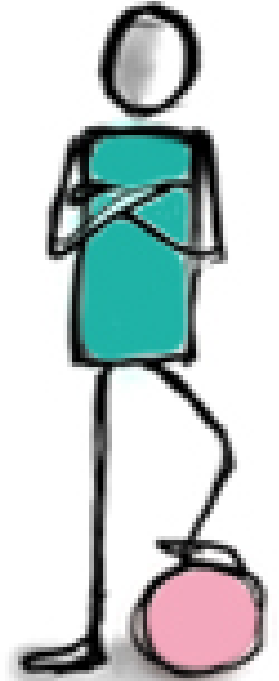


This is a collation of the individual 'year 3 implementation' documents that can be found at the end of each Unit of Work.

The 'Key Unit Objectives' follow the Learning Objectives set out in each PE Planning lesson plan.

Each page contains the appropriate Progression Map Links for each sport and illustrates how the PE Planning objectives are linked to National Curriculum requirements.



Implementation Phase			
Year Group:	Three	Unit:	Athletics

<p>Prior Learning Required – Year Two Progression Maps Objectives:</p> <ul style="list-style-type: none"> • Explore and practice a variety of athletic movements and apply athletic skills and techniques to a variety of activities. • Develop coordination and balance whilst exploring different running, jumping, and throwing techniques. • Begin to show control, coordination, and consistency when running at speed. • Develop a range of jumping techniques. • Develop the underarm and pull throw technique. • Understand the variety of correct running techniques. • Develop the distance running technique, understanding the difference between sprinting, and running over longer distances. • Begin to evaluate and improve own performance.

<p>National Curriculum Links</p>	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Pillars of Progression</p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To throw a variety of different objects • Step 2: To jump with control • Step 3: To run with the correct arm technique • Step 4: To run in races • Step 5: To compete against others • Step 6: To follow the rules 	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Recognise what they do well and what they find difficult, identifying what they need to practice 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. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • 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.
<p>Resources & Equipment</p>	<ul style="list-style-type: none"> • Athletic throwing equipment • Balls, Beanbags, Quoits • Cones • Marker Spots • Hoops • Bibs • Measuring tape 	<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • Develop • Experiment • Distance • Combination • Balance • Co-ordination • Movement • Distance • Pull • Target • Technique • Accelerate

Implementation Phase			
Year Group:	Three	Unit:	Badminton

<p><u>Prior Learning Required – Year Two Progression Maps Objectives:</u></p> <ul style="list-style-type: none"> • Move fluently, changing direction and speed. • Watch, track and catch a shuttle successfully, and throw a shuttle relating to an overhead clear. • Improve control of the shuttle, with and without the racket, developing different movements and skills to play varied types of shot, including an accurate forehand serve. • Can hit the shuttle, when in the air, varying height, speed and direction into space and to a partner. • Understand what a rally is and how to continue one in pairs. • Identify good technique and justify why it is good. • Describe how to hold and grip the racket on forehand shots.
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<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p><u>Pillars of Progression</u></p> <ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: Can watch, track, and catch a shuttle successfully. • Step 2: To move changing direction and speed. • Step 3: To balance a shuttle on a racket • Step 4: To hit the shuttle with some control • Step 5: To perform a forehand serve using the correct grip. • Step 6: To hit a shuttle into space (at different speeds and heights) to try beat an opponent. 	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Badminton rackets • Shuttle cocks • Net • Cones • Hoops • Balloons 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> • Accuracy • Balance • Cooperation • Competitive • Follow through • Power • Receive • Safety • Speed • Stance • Swing • Tactics • Teamwork • Forehand • Serve

Implementation Phase

Year Group:	Three	Unit:	Basketball
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- Prior Learning Required – Year Two Progression Maps Objectives:**
- Throw and catch the ball with increasing control, and throw the ball in different ways e.g. fast, slow, high, low (mastering basic throwing technique).
 - Perform a range of actions with the ball keeping it under control.
 - Show good awareness of others when playing games.
 - React to situations to make it difficult for opponents – using simple tactics.
 - Begin to understand the importance of preparing safely and carefully for exercise – warming up/down.
 - Understand and describe changes to your heart rate when playing a game.

<p>National Curriculum Links</p>	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Pillars of Progression</p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To pass/ send a ball with increasing accuracy. • Step 2: To move with the ball keeping it under control. • Step 3: To pass the ball in different ways. • Step 4: Move with purpose. • Step 5: Begin to think about tactics in games. • Step 6: Play in small sided games, employing simple tactics. 	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Employ simple tactics in game situations. • Recognise and explain good performances. • Understand the link between heart rate and breathing when exercising. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Move with a ball keeping it under close control. • Keep possession of a ball as part of a team. • Pass/send a ball with increasing accuracy and receive a ball successfully. • Take up spaces/positions that make it difficult for opponents.
<p>Resources & Equipment</p>	<ul style="list-style-type: none"> • Basketballs • Cones • Hoops • Bibs • Mini balls 	<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • Shoot • Skills • Teamwork • Rules • Score • Space • Accuracy • Chest / bounce Pass • Speed • Dribbling • Passing • Possession

Implementation Phase			
Year Group:	Three	Unit:	Cricket

<p>Prior Learning Required – Year Two Progression Maps Objectives:</p> <ul style="list-style-type: none"> • Show good awareness of others when playing games. • Develop fundamental movement skills, becoming increasingly confident and competent. • Perform a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy. • Throw/hit a ball in different ways e.g. high, low, fast, slow. • React to situations in ways that make it difficult for opponents, applying simple tactics like hitting the ball into space to help score more points. • Begin to understand the importance of preparing safely for exercise – warming up. • Recognise what is successful.
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<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: Throw a ball with increasing accuracy and distance. • Step 2: Catch a ball with increasing consistency. • Step 3: Successfully hit a ball from a tee. • Step 4: Hit a ball with correct technique. • Step 5: Choose fielding skills to make it difficult for an opponent. • Step 6: Work well as part of a team. 	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Identify what you need to practice improving your performance. • Understand the link between heart rate and breathing when exercising. • Devise suitable warm up activities for upcoming activities. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Apply and develop a 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.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Cones • Balls • Bats • Hoops • Wickets • Beanbags 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Batting • Control • Feeder • Fielder • Grip • Score • Wickets • Communication • Long Barrier • Striking • Teamwork • Underarm • Wicket Keeper • Bowler • Position • Technique

Implementation Phase			
Year Group:	Three	Unit:	Dance

<p>Prior Learning Required – Year Two Progression Maps Objectives:</p> <ul style="list-style-type: none"> • Perform a range of actions and simple movement patterns with control and coordination. • Compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas. • Explore, remember, and repeat short dance phrases, showing greater control and spatial awareness. • Work individually and with others. • Describe phrases and expressive qualities. • Begin to understand the importance of warming up. • Watch and describe a performance accurately and recognise what is successful.

<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> • 2c: Develop flexibility, strength, technique, control, and balance. • 2d: Perform dances using a range of movement patterns. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body. 			
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To show fluency when moving. • Step 2: To link movement patterns together. • Step 3: Collaborate with others. • Step 4: Perform at the same time as a partner. • Step 5: Perform as various characters when moving to music. • Step 6: Communicate feelings through dance. 	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • Describe and evaluate the effectiveness and quality of a dance. • Collaborate with others. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • 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 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. 			
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Speaker • Cones • Marker spots 	<p><u>Key Vocabulary</u></p>	<table border="0"> <tr> <td> <ul style="list-style-type: none"> • Audience • Canon • Choreography • Level • Fluency </td> <td> <ul style="list-style-type: none"> • Performance • Phrase • Position • Control • Tutting </td> <td> <ul style="list-style-type: none"> • Emotions • Expressions • Rhythm • Unison • Count </td> </tr> </table>	<ul style="list-style-type: none"> • Audience • Canon • Choreography • Level • Fluency 	<ul style="list-style-type: none"> • Performance • Phrase • Position • Control • Tutting 	<ul style="list-style-type: none"> • Emotions • Expressions • Rhythm • Unison • Count
<ul style="list-style-type: none"> • Audience • Canon • Choreography • Level • Fluency 	<ul style="list-style-type: none"> • Performance • Phrase • Position • Control • Tutting 	<ul style="list-style-type: none"> • Emotions • Expressions • Rhythm • Unison • Count 				

Implementation Phase			
Year Group:	Three	Unit:	Dodgeball

<p><u>Prior Learning Required – Year Two Progression Maps Objectives:</u></p> <ul style="list-style-type: none"> • Develop movement skills relevant to games i.e. dodging. • Develop catching and striking skills. • Pass/Send a ball, with increasing control, at different speeds – fast/slow. • Engage in competitive physical games, employing simple tactics. • Develop problem solving and decision-making strategies. • Begin to understand the importance of preparing safely for exercise – warming up. • Describe what you have done, or seen others doing.

<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To throw the ball underarm. • Step 2: To develop striking skills. • Step 3: To move in different ways – at speed. • Step 4: To catch a ball at different heights. • Step 5: To use tactics to win games. • Step 6: To participate in dodgeball games. 	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • Understand how finding space can help in game situations. • Begin to understand why you get hotter when you exercise and play games. • Identify what you do best and what you find difficult. • Explain what success you have seen in games, and how individuals and teams achieved it. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Improve consistency when catching a ball at different heights. • Show control when moving at speed. • Move the ball in different ways, with increasing accuracy and control. Use a range of skills and tactics to win games.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Soft balls • Cones • Marker spots • Tall cones • Bibs • Hoops 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Accuracy • Aim • Control • Space • React • Target • Teamwork • Strike • Compete • Dodge • Pass • Overarm • Speed • Duck • Movement • Underarm

Implementation Phase			
Year Group:	Three	Unit:	Fitness

Prior Learning Required – Year Two Progression Maps Objectives:

- Discuss healthy & unhealthy foods, and why eating well is good for you.
- Improve speed, agility and stamina
- Develop the safe jumping technique to gain height and distance.
- Develop control, balance and coordination when completing a variety of tasks.
- Work well as a team.
- Explore and practice a variety of movements and fitness techniques.
- Complete exercise with good technique and focus, and with good energy.

<u>National Curriculum Links</u>	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2c: Develop flexibility, strength, technique, control, and balance. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<u>Pillars of Progression</u>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To combine movements • Step 2: To move with control when tired • Step 3: To hold own body weight in shapes such as front support and crab • Step 4: To perform fast feet with coordination • Step 5: To perform a number of sit ups • Step 6: To show control during different movements 	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • Understand what aerobic exercise is. • Discuss the importance of leading a healthy lifestyle. • Understand the importance of warming up and cooling down <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • 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.
<u>Resources & Equipment</u>	<ul style="list-style-type: none"> • Cones • Hoops • Flat Markers • Soft Balls • Mats • Stopwatch • Benches • Beanbags • Ladders • Bibs 	<u>Key Vocabulary</u>	<ul style="list-style-type: none"> • Strength • Independent • Aerobic • Endurance • Self-Belief • Determination • Combination • Lifestyle • Core Strength

Implementation Phase			
Year Group:	Three	Unit:	Football

<p>Prior Learning Required – Year Two Progression Maps Objectives:</p> <ul style="list-style-type: none"> • Participate in team games – showing good awareness of others. • Pass a ball with control. • Show control when moving, changing speed and direction, both with and without a ball. • Develop fundamental movement skills, becoming increasingly confident and competent. • Perform a variety of skills keeping the ball under control. • Recognise what is successful. Use actions and ideas you have seen to improve your own skills. • Understand and describe changes to your heart rate when playing a game.

<p>National Curriculum Links</p>	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Pillars of Progression</p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To stop the ball with my feet. • Step 2: To pass the ball with the inside of my feet. • Step 3: To move with the ball. • Step 4: To make a standing tackle. • Step 5: To shoot a stationary football. • Step 6: To participate in games controlling the ball. 	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Employ simple tactics in game situations. • Recognise good performance and be able to identify what you need to practice to improve your own performance. • Describe how your body feels when exercising. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Move with a ball keeping it under control. • Perform basic skills needed for games with control and accuracy. • Pass/send a ball with increasing accuracy and at different speeds. Shoot/ score with some success. • Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending).
<p>Resources & Equipment</p>	<ul style="list-style-type: none"> • Footballs • Goals • Cones • Bibs • Marker spots 	<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • Speed • Dribble • Movement • Shoot • Space • Marking • Attack • Defend • Decision • Accuracy • Tackle • Strike • Power • Receive • Position • Experiment

Implementation Phase			
Year Group:	Three	Unit:	Golf

<p>Prior Learning Required – Year Two Progression Maps Objectives:</p> <ul style="list-style-type: none"> • Explore different ways of moving, changing speed and direction fluently. • Explore different ways of moving a golf ball, and/other size ball. • Push/ roll and putt a ball towards a target with control. • Use skills learnt to participate and compete in rolling and putting games. • Develop technique when using the golf putter, becoming increasingly accurate. • Describe basic skills needed for golf games.
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<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To successfully hit the target using a putt shot. • Step 2: To play putting games. • Step 3: To begin to chip the ball over obstacles. • Step 4: To play games with others. • Step 5: To compete in target games against others. • Step 6: To hit the ball with control. 	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • Explore and understand how correct putting techniques can create a successful shot. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • 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.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Cones • Golf clubs • Golf balls • Hoops • Hurdles 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Accuracy • Chipping • Rough • Control • Bunker • Fairway • Dominant • Non dominant • Success • Collision • Competitive • Consistent • Course • Encourage • Increase/decrease • Putting • Receive • Target

Implementation Phase			
Year Group:	Three	Unit:	Gymnastics

<p>Prior Learning Required – Year Two Progression Maps Objectives:</p> <ul style="list-style-type: none"> • Perform a range of actions with control and confidence. • Explore, remember, and repeat a range of gymnastic actions with control, precision, and coordination. • Form simple sequences of different actions, using the floor and a variety of apparatus. • Develop fundamental movement skills, combining travelling, balancing and stiffness using both floor and apparatus; and moving smoothly from one position of stiffness to another. • Develop agility, balance, and coordination. • Watch and describe a performance accurately. • Understand and describe changes to your heartrate when playing a game.

<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> • 2c: Develop flexibility, strength, technique, control, and balance. • 2d: Perform dances using a range of movement patterns. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To perform 9 key shapes. • Step 2: To travel using different body parts. • Step 3: To create and experiment with sequences. • Step 4: To create sequences of shapes, balances, rolls and travel. • Step 5: To share ideas in a group. • Step 6: To recognise own successes. 	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • Learn how to evaluate and recognise your own success and areas for improvement, as well as the effectiveness and quality of a performance. • Describe how your body feels when exercising. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • 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 set of conditions, showing a clear, beginning, middle and end. • Create, perform, and repeat sequences that include changes of dynamic e.g. changes of level, speed, or direction. • Develop flexibility, strength, control, technique, and balance.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Gymnastic mats • Marker spots • Cones • Bench • Hoops • Tables • Beanbags 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Teamwork • Straddle • Experiment • Pathway • Level • Point • Front Support • Quality • Pike • Control • Routine • Combine • Apparatus • Arabesque • Practise • Describe

Implementation Phase			
Year Group:	Three	Unit:	Handball

<p>Prior Learning Required – Year Two Progression Maps Objectives:</p> <ul style="list-style-type: none"> • Perform a range of actions with control of the ball, including throwing, catching, gathering, keeping possession, and throwing in different ways (fast, slow, high, low). • Know and show how to defend between ball and target. • Decide when and where to run, showing good awareness of others. • Choose and use simple tactics to suit different situations and apply these in small sided games. • Begin to understand some rules of the game. • Recognise what is successful and copy actions and ideas to improve your skills. • Begin to understand the importance of preparing safely and carefully for exercise – warming up.

<p>National Curriculum Links</p>	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Pillars of Progression</p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To pass/ send a ball with increasing accuracy. • Step 2: To move with the ball keeping it under control. • Step 3: To pass the ball over different distances. • Step 4: To dribble the ball with control. • Step 5: To defend by marking. • Step 6: To play handball games against others. 	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Recognise players who play well in games and give reasons why. Identify what you do best and what you find difficult. • Recognise and describe what happens to your breathing and heart rate when playing games and begin to understand why you get hotter when playing games. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Use a range of skills to keep possession of the ball. • Keep the ball under control, passing and receiving with increasing accuracy. • Choose space/ positions where you can receive a pass or to support a teammate. • Take up space/positions to make it difficult for your opponents.
<p>Resources & Equipment</p>	<ul style="list-style-type: none"> • Handballs • Bibs • Tennis balls • Cones • Marker spots 	<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • Aim • Dribble • Intercept • Tactics • Position • Receive • Skill • Court • Space • Accuracy • Power • Score • Defend • Possession • Support • Technique

Implementation Phase			
Year Group:	Three	Unit:	Hockey

<p>Prior Learning Required – Year Two Progression Maps Objectives:</p> <ul style="list-style-type: none"> • Perform a range of skills with control of the ball. • Pass a ball with control and increasing accuracy and consistency. • Develop fundamental movement skills, becoming increasingly confident and competent, moving fluently, changing direction and speed – with and without a ball. • Choose and use simple tactics to suit different situations in small sided games. React to situations in ways that make it difficult for opponents. • Understand and follow the rules of the game. • Watch and describe a performance accurately. Recognise what is successful. • Understand and describe changes to your heart rate when playing a game.

<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To hold a hockey stick correctly and safely • Step 2: To use a push pass. • Step 3: To make a standing tackle. • Step 4: To keep control of the ball when moving. • Step 5: To demonstrate the Indian dribble. • Step 6: To play hockey games against others 	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • Employ simple tactics in game situations. • Learn how to recognise your own success. • Describe how your body feels when exercising. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Move with a ball keeping it under control. • Develop control and technique • Pass/send a ball with increasing accuracy and at different speeds. Shoot/ score with some success. • Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending).
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Balls • Hockey sticks • Cones • Marker spots • Bibs • Relay batons 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Opposition • Passing • Dribbling • Shoot • Stick • Control • Teamwork • Direction • Decision Making • Aim • Turn • Stop • Possession • Speed • Slap pass • Push pass • Attack • Defence

Implementation Phase			
Year Group:	Three	Unit:	Netball

<p>Prior Learning Required – Year Two Progression Maps Objectives:</p> <ul style="list-style-type: none"> • Throw and catch the ball with control, and throw the ball in different ways e.g. fast, slow, high, low. • Perform a range of actions with the ball keeping it under control. • React to situations to make it difficult for opponents – using simple tactics. • Show good awareness of others when playing games. • Begin to understand the importance of preparing safely and carefully for exercise – warming up/down. • Copy actions and ideas and use the information to improve their skills.

<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To pass/ send a ball with increasing accuracy. • Step 2: To move in front of passing lines to intercept the ball. • Step 3: To demonstrate a correct chess pass technique. • Step 4: To keep good control of the ball. • Step 5: To move off the ball when attacking. • Step 6: Play in small sided games, employing simple tactics. 	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • Describe what happens to your heart rate and breathing when playing games and begin to understand why you get hotter. • Identify what you do best and what you find most difficult and recognise this in others performance. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Pass and receive the ball with control. • Select passes that keep possession. • Take up space/positions that make it difficult for opponents. • Move to support teammates once you have passed the ball and explain how to keep possession.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Netballs • Hoops • Netball nets • Cones • Bibs • Marker spots 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Explore • Control • Speed • Direction • Pass • Chest Pass • Bounce Pass • Technique • Aim • Passing • Teamwork • Shoot • Score • Accuracy • Power • Breathing

Implementation Phase			
Year Group:	Three	Unit:	Orienteering

<p>Prior Learning Required – Year Two Progression Maps Objectives:</p> <ul style="list-style-type: none"> • Introduction to map reading. Be able to use some basic features on a map to select and plan a route. • Work well in big groups, sharing, taking turns, and cooperating with others. • Begin to understand the competitive side of orienteering and take part in a picture orienteering event. • Meets challenges effectively working as part of a team. • Begin to problem solve with others. • Understand what a compass is used for and be able to use the direction points. • Has knowledge of safety rules and procedures for taking part in orienteering events.

<p>National Curriculum Links</p>	<ul style="list-style-type: none"> • 2e: Take part in outdoor and adventurous activity challenges both individually and within a team. 	<p>Pillars of Progression</p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To communicate effectively with others. • Step 2: To move confidently with control. • Step 3: To make a map. • Step 4: To understand the different points on a map. • Step 5: To compete against others. • Step 6: To complete a picture orienteering event. 	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Participate in competitive orienteering events, following instructions of the game • Recognise that activities need thinking through and planning. • Evaluate your performance and recognise what went well and what could be improved. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • 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 a map, using basic techniques. • Move confidently in different ways, developing agility, balance, and co-ordination.
<p>Resources & Equipment</p>	<ul style="list-style-type: none"> • Hoops • Hurdles • Cones • Beanbags • Benches • Appendix prints from plans • Clipboards, Rulers, Pencils, Paper 	<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • Teamwork • Map Skills • Picture Orienteering • Control Plotting • Indoor Mapping • Communication • Problem Solving

Implementation Phase			
Year Group:	Three	Unit:	Rounders

<p><u>Prior Learning Required – Year Two Progression Maps Objectives:</u></p> <ul style="list-style-type: none"> • Show good awareness of others when playing games. • Develop fundamental movement skills, becoming increasingly confident and competent. • Perform a range of actions with control including catching, gathering and hitting a ball with increasing accuracy. • Throw/hit a ball in different ways e.g. high, low, fast, slow. • React to situations in ways that make it difficult for opponents, applying simple tactics like hitting the ball into space to help score more points. • Begin to understand the importance of preparing safely for exercise – warming up. • Recognise what is successful.
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<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
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<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: Throw a ball with increasing accuracy and distance. • Step 2: Catch a ball with increasing consistency. • Step 3: Successfully hit a ball from a tee. • Step 4: Hit a ball with correct technique. • Step 5: Choose fielding skills to make it difficult for an opponent. • Step 6: Work well as part of a team. 	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • Identify what you need to practice improving your performance. • Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. • Employ simple tactics in games. • Devise suitable warm up activities for upcoming activities. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Apply and develop a 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, e.g. when fielding to make it harder for the batter.
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<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Cones, marker spots • Posts and bases • Bats 	<ul style="list-style-type: none"> • Hoops • Beanbags • Balls 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Throwing • Fielding • Catching • Power 	<ul style="list-style-type: none"> • Get in line • Communication • Accuracy • Technique 	<ul style="list-style-type: none"> • Batting • Score • Aiming 	<ul style="list-style-type: none"> • Space • Targets • Long Barrier
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Implementation Phase			
Year Group:	Three	Unit:	Tag Rugby

Prior Learning Required – Year Two Progression Maps Objectives:

- Develop control and accuracy when throwing and catching a rugby ball.
- Successfully beat a defender.
- Begin tagging players in game situations.
- Begin to understand and develop correct technique of passing the ball.
- Develop understanding of tag rugby and participate in small games.
- Use simple tactics in game situations.

<u>National Curriculum Links</u>	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best 		<u>Pillars of Progression</u>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To control the ball when travelling. • Step 2: To show good technique when passing. • Step 3: To catch the ball consistency. • Step 4: Play tagging and defending games. • Step 5: To work together with others. • Step 6: To make decisions in games. 	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • 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. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • 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. 	
<u>Resources & Equipment</u>	<ul style="list-style-type: none"> • Rugby balls • Cones • Tag belts 	<ul style="list-style-type: none"> • Marker spots • Bibs • Hoops 	<u>Key Vocabulary</u>	<ul style="list-style-type: none"> • Dodge • Evade • Backwards • Pass • Accuracy • Target • Defend • Teamwork • Pocket Pass • Attack • Dummy • Speed

Implementation Phase			
Year Group:	Three	Unit:	Tennis

<p>Prior Learning Required – Year Two Progression Maps Objectives:</p> <ul style="list-style-type: none"> Engage in cooperative and competitive physical activities (both against self and against others). Use and move with a tennis racket with control. Perform a range actions including catching/ gathering skills and sending/passing with control and throw/ hit a ball in different ways e.g. high, low, fast, slow. Choose and use skills and simple tactics to suit different situations – showing good awareness of others. Understand and follow the rules of the game. Watch and describe a performance accurately. Use actions and ideas you have seen to improve your own skills. Begin to understand the importance of preparing safely and carefully for exercise – warming up.

<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> 2a: Use running, jumping, throwing, and catching in isolation and in combination. 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p><u>Pillars of Progression</u></p> <ul style="list-style-type: none"> Continued progress of Motor Competence. Begin to understand and apply Rules, Strategies and Tactics. Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> Step 1: Can watch, track, and catch a tennis ball successfully. Step 2: To move changing direction and speed. Step 3: To balance a tennis ball on a racket Step 4: To hit the tennis ball with some control Step 5: To perform a forehand serve using the correct grip. Step 6: To hit a ball into space (at different speeds and heights) to try beat an opponent. 	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> Cones Tennis rackets Tennis balls Nets Marker spots 	<p><u>Key Vocabulary</u></p>
		<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> 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. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> 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 that make it difficult for opponents. Keep a rally going.
		<ul style="list-style-type: none"> Swing Cooperative Cooperative Movement Partner Direction Send Catch Court target Power Accuracy Space Free Space Control Bounce Aim

Implementation Phase			
Year Group:	Three	Unit:	Volleyball

<p><u>Prior Learning Required – Year Two Progression Maps Objectives:</u></p> <ul style="list-style-type: none"> • Perform a range of catching and gathering skills with control. • Master basic throwing technique. Throw / Hit a ball in different ways e.g. high, low, fast, slow. • Understand and follow the rules of the game, showing good awareness of others when playing games. • Begin to understand the importance of preparing safely and carefully for exercise: warming up. • Develop simple tactics for attacking. Gain an understanding that hitting the ball into space helps them score points. • Understand and describe changes to their heart rate when playing a game. • Watch and describe a performance accurately. Recognise what is successful. Use actions and ideas they have seen to improve their own skills.
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<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To watch the ball as it travels. • Step 2: To move quickly changing direction. • Step 3: To throw a ball in different ways. • Step 4: To strike the volleyball with some control • Step 5: To develop the dig technique. • Step 6: To send a ball at different speeds in games. 	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • Employ simple tactics in game situations and explain why they have used the tactics. • Learn how to evaluate and recognise their own success. Identify what they need to practice to improve their performance. • Describe how their bodies feel when exercising and understand the link between heart rate and breathing when exercising. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Perform the basic skills needed for the games with control and accuracy. • Throw/send the ball using a variety of techniques. Choose the appropriate throwing technique to meet the demands of the task. • Send a ball into space at different speeds and heights to make it difficult for the opponent. • Take up space / positions that make it difficult for the opponents. Intercept and stop the ball consistently.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Volleyballs • Nets • Cones • Hoops 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Dig • Steady Position • Watch • Support • Throw • Control • Watch • Target • Accuracy • Power • Speed • Direction • Set • Wide • Tactics • Successful