



South Gosforth First School Year 3 – Physical Education Long Term Plan



Purpose of Study

At South Gosforth First School, our aim is to increase participation in high quality sport and physical activity across the school, as well as developing a positive and competitive attitude towards sport. Our lessons in P.E. will allow our children to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. We aim for each child to be determined, honest and respectful and use these values throughout school and promote them within P.E activities. We want to ensure that all children are given the opportunity to participate in high quality competitive and non-competitive sporting activities here at school-, whether that is developing a skill that they already have or trying something completely new to them. Our children have huge potential and it is our mission to ensure that they realise their talents and further develop their strengths.

At South Gosforth, the six School Games values of Passion, Self-Belief, Respect, Honesty, Determination and Teamwork are promoted through our engagement in the School Games and Healthy Active Lifestyle festivals as well as being part of every lesson.

Aims

In line with the National Curriculum for PE it is our aim to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.





Autumn 1	Fundamental Skills	
Character Culture Creativity Challenge	Prior Learning Fundamental skills of balancing, running, changing direction, jumping, hopping and skipping.	
	Key Learning Intentions To jump and turn a skipping rope. To change direction quickly. To identify when I was successful. To link hopping and jumping actions. To demonstrate balance when performing other fundamental skills. To understand how the body moves differently at different speeds. To understand why it is important to warm up.	
	Overview of Knowledge In this unit pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to speed up and slow down. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.	Key Vocabulary balance dodge hop hurdle jump land sprint run skip speed swing take-off weight agility technique control coordination rhythm
	Overview of Skills Running: Leaning slightly forwards helps to increase speed. Leaning slightly backwards helps you to slow down. Agility helps us with everyday tasks. Balancing: Balance helps us with everyday tasks. Jumping and hopping: If you jump and land quickly, you will travel further. Skipping: Turn the rope from your wrists with wide hands to create a gap to step through.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To develop balance and apply it to other fundamental movement skills.	Games Following instructions Sharing equipment
	To understand how the body moves differently at different speeds.	Games Following instructions Sharing equipment
	To develop technique when changing speed.	Games Following instructions Sharing equipment
	To develop agility using a change of speed and direction.	Games Following instructions Sharing equipment



	To develop technique and control when jumping, hopping and landing.	Games Following instructions Sharing equipment
	To apply fundamental skills to a variety of games.	Games Following instructions Sharing equipment
	Healthy Participation Encourage pupils to move in a safe way both with and without equipment. Ensure that all equipment is stored safely when not in use. This unit will develop agility, balance, co-ordination, speed.	
	Assessment End of unit assessment.	



Autumn 1	Ball Skills	
Character Culture Creativity Challenge	Prior Learning Fundamental ball skills – rolling, throwing, catching and dribbling.	
	Key Learning Intentions To catch different sized objects with increasing consistency with two hands. To dribble a ball with control. I can persevere when learning a new skill. To provide feedback using key words. To show a variety of throwing techniques. To throw with accuracy and increasing consistency to a target. To track the path of a ball that is not sent directly to me.	
	Overview of Knowledge In this unit pupils have opportunities to develop a variety of ball skills. They will develop tracking a ball when dribbling with hands, feet, throwing and catching and kicking. They will learn to select the appropriate skill for the situation. These skills are applied to small group games.	Key Vocabulary track technique receive power possession personal best opponent block accurate
	Overview of Skills Sending: Pointing your hand/foot to your target as you release will help you to send a ball accurately. Catching: Moving your feet to the ball will make you more successful at catching. Tracking: Use a ready position to help you to react to the ball. Dribbling: Dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To develop dribbling skills with hands and feet.	Games Following instructions Sharing equipment
	To develop tracking and catching skills.	Games Following instructions Sharing equipment
	To develop tracking and throwing skills.	Games Following instructions Sharing equipment
	To develop tracking and kicking skills.	Games Following instructions Sharing equipment
	To track a ball that is not sent directly to me.	Games Following instructions Sharing equipment



	To apply sending and receiving skills in games.	Games Following instructions Sharing equipment
	Healthy Participation Encourage pupils to behave and move in a safe way both with and without equipment. Ensure all equipment is stored safely when not in use. This unit will develop agility, balance, co-ordination, speed and stamina. If pupils enjoy this activity, signpost them to local opportunities.	
	Assessment End of unit assessment.	



Autumn 2	Football	
Character Culture Creativity Challenge	Prior Learning Invasion games and attacking and defending principles.	
	Key Learning Intentions To begin to use simple tactics. To learn the rules of the game and to use them to play honestly and fairly. To dribble, pass, receive and shoot the ball with some control. To find space away from others and near to my goal. To provide feedback using key words. To track an opponent to slow them down. To understand my role as an attacker and as a defender. To work co-operatively with my group to self-manage games.	
	Overview of Knowledge Football is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.	Key Vocabulary accurate attack communicate control defend delay intercept invasion pitch possession referee tactics teamwork tournament track
	Overview of Skills Sending & receiving: Point your kicking foot to your target when sending the ball to help to send it accurately. Dribbling: Dribbling is an attacking skill which helps you to move towards a goal or away from defenders. Space: Spreading out as a team will help to move the defenders away from each other. Attacking: As an attacker you need to maintain possession and score goals. Defending: As a defender you need to stop the opposition and gain possession.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To understand the role of an attacker when in possession.	Games Following instructions Sharing equipment
	To develop movement skills to lose a defender and move into space.	Games Following instructions Sharing equipment
	To understand that scoring goals is an attacking skill and learn how to do this.	Games Following instructions



		Sharing equipment
	To understand the role of a defender.	Games Following instructions Sharing equipment
	To apply tactics to small sided games.	Games Following instructions Sharing equipment
	To apply skills and knowledge to play games using football rules.	Games Following instructions Sharing equipment
	Healthy Participation Ensure any unused balls are stored in a safe place. This could be in bags, on trolleys, using a bench turned on it's side or cones. This unit will develop agility, balance, co-ordination, speed and stamina.	
	Assessment End of unit assessment.	



Autumn 2	Badminton	
Character Culture Creativity Challenge	Prior Learning Net and wall games.	
	Key Learning Intentions To develop a wider range of skills and to use these under some pressure. To identify when I was successful and what I need to do to improve. To use feedback provided to improve my work. To work cooperatively with others to manage our game. To understand the need for tactics and to identify when to use them in different situations. To understand the rules of the game and to apply them honestly most of the time. To understand there are different skills for different situations.	
	Overview of Knowledge Badminton is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In badminton, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	Key Vocabulary adjust communicate dominant non-dominant serve sportsmanship situation tactic technique
	Overview of Skills Shots: use an underarm if the shuttlecock is low and an overarm if the shuttlecock is high. Serving: Use a serve to start a game or rally. Rallying: Control is more important than power to keep a co-operative rally going. Footwork: Use small, quick steps to adjust your stance to play a shot.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To use the serve with consideration of attacking principles.	Games Following instructions Sharing equipment
	To explore an underarm return with consideration of attacking principles.	Games Following instructions Sharing equipment
	To explore an underarm return with consideration of attacking principles.	Games Following instructions Sharing equipment



	To explore the overhead forehand with consideration of attacking principles.	Games Following instructions Sharing equipment
	To select and apply skills and tactics to play competitively.	Games Following instructions Sharing equipment
	To apply rules, skills and tactics to play in a tournament.	Games Following instructions Sharing equipment
	Healthy participation Ensure any unused equipment is stored in a safe place. Ensure pupils stay a safe distance from one another when using the racket. This unit will develop agility, balance, co-ordination, speed and stamina.	
	Assessment End of unit assessment.	



Spring 1	Gymnastics	
Character Culture Creativity Challenge	Prior Learning Gymnastics skills of jumping, rolling, travelling and balancing.	
	Key Learning Intentions To adapt sequences to suit different types of apparatus. To choose actions that flow well into one another. To complete actions with increasing balance and control. To provide feedback using key words. To use matching and contrasting actions in a partner sequence. To use a greater number of my own ideas for movements in response to a task. With help, to recognise how performances could be improved.	
	Overview of Knowledge In this unit pupils develop balancing, rolling and jumping. They use these skills individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.	Key Vocabulary body tension contrast control direction flow match matching patch point take off
	Overview of Skills Shapes: Use body tension to make your shapes look better. Balances: Make your balances look interesting by using different levels. Rolls: Tuck your chin to your chest in a forward roll. Roll onto the top of your shoulders. Jumps: Change the take off and shape of your jumps to make them look interesting.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To create interesting point and patch balances.	Routines and gymnastic actions Following instructions Sharing equipment
	To develop stepping into shape jumps with control.	Routines and gymnastic actions Following instructions Sharing equipment
	To develop the straight, barrel, and forward roll.	Routines and gymnastic actions Following instructions Sharing equipment
	To transition smoothly into and out of balances.	Routines and gymnastic actions Following instructions Sharing equipment



	To create a sequence with matching and contrasting actions and shapes.	Routines and gymnastic actions Following instructions Sharing equipment
	To create a partner sequence using equipment.	Routines and gymnastic actions Following instructions Sharing equipment
	Healthy Participation Pupils should be bare foot.	
	Assessment End of unit assessment.	



Spring 1	Tag Rugby	
Character Culture Creativity Challenge	Prior Learning Invasion games and attacking and defending principles.	
	Key Learning Intentions To learn the rules of the game and to use them to play honestly. To communicate with my team and move into space to help them. To defend an opponent and attempt to tag them. To move with a ball towards goal with increasing control. To pass and receive the ball with some control. To provide feedback using key words. To understand my role as an attacker and as a defender. To work cooperatively with my group to self-manage games.	
	Overview of Knowledge Rugby is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.	Key Vocabulary attack communicate control defend dodge opposition pitch receiver tactics teamwork technique tournament
	Overview of Skills Sending & receiving: Swing your hands to your target when throwing to help to send the ball accurately. Space: Spread out as a team to help you to move the defenders away from each other. Attacking and defending: As an attacker you need to maintain possession and score goals. As a defender you need to stop the opposition and gain possession.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To develop attacking skills to maintain possession.	Games Following instructions Sharing equipment
	To develop attacking skills to move towards goal.	Games Following instructions Sharing equipment
	To develop defensive skills to delay an attacker.	Games Following instructions Sharing equipment



	To develop an understanding of defending as a team.	Games Following instructions Sharing equipment
	To develop tactics in attack and defence.	Games Following instructions Sharing equipment
	To apply rules and skills to small sided games.	Games Following instructions Sharing equipment
	Healthy participation Ensure any unused balls are stored in a safe place. In this unit, rugby is a non-contact activity. This unit will develop agility, balance, co-ordination, speed and stamina.	
	Assessment End of unit assessment.	



Spring 2	Handball	
Character Culture Creativity Challenge	Prior Learning Invasion games and attacking and defending principles.	
	Key Learning Intentions To learn the rules of the game and to begin to use them honestly. To defend an opponent to slow them down. To find space away from others and near to my goal. To provide feedback using key words. To throw, catch and shoot the ball with some control. To understand my role both as a defender and as an attacker. To work co-operatively with my group to self-manage games.	
	Overview of Knowledge Handball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In handball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	Key Vocabulary accurate communicate direction intercept invasion opposition possession space speed tactics teamwork tournament
	Overview of Skills Sending & receiving: Point your hands to your target when throwing to help to send the ball accurately. Space: Spreading out as a team will help to move the defenders away from each other. Attacking: As an attacker you need to maintain possession and score goals. Defending: As a defender you need to stop the opposition and gain possession.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To understand the role of an attacker when in possession.	Games Following instructions Sharing equipment
	To develop movement skills to lose a defender.	Games Following instructions Sharing equipment
	To develop decision making in attack.	Games Following instructions Sharing equipment



	To understand the role of a defender.	Games Following instructions Sharing equipment
	To apply tactics to small sided games.	Games Following instructions Sharing equipment
	To apply skills, rules and tactics to play games.	Games Following instructions Sharing equipment
	Healthy participation Encourage pupils to behave and move in a safe way both with and without equipment. Ensure all equipment is stored safely when not in use. This unit will develop agility, balance, co-ordination, speed and stamina.	
	Assessment End of unit assessment.	



Spring 2	Dance	
Character Culture Creativity Challenge	Prior Learning Counting and rhythm.	
	Key Learning Intentions To be respectful of others when watching them perform. To provide feedback using key words. To repeat, remember and perform a dance phrase. To use counts to keep in time with a partner and group. To use dynamic and expressive qualities in relation to an idea. To work with a partner and in a small group, sharing ideas. To create short dance phrases that communicate the idea.	
	Overview of Knowledge Pupils create dances in relation to an idea. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances.	Key Vocabulary action canon create dynamics explore expression extend feedback formation interact pathway perform pose timing unison
	Overview of Skills Actions: If you share ideas with other people in your group and work collaboratively, you can try ideas before deciding on the best actions for your dance. Dynamics: All actions can be performed differently to help to show effect. Space: Use space to help your dance to flow. Relationships: 'Formation' means the same in dance as in other activities such as football, rugby and gymnastics.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	THEME: Machines To create actions in response to a stimulus and move in unison with a partner.	Dance routines Following instructions Sharing equipment
	THEME: Machines To create actions to move in contact with a partner or interact with a partner.	Dance routines Following instructions Sharing equipment
	THEME: Machines To select and link appropriate actions and dynamics to show our dance idea.	Dance routines Following instructions Sharing equipment



	THEME: A Trip to... To remember, repeat and create actions to represent an idea.	Dance routines Following instructions Sharing equipment
	THEME: A Trip to... To share ideas of actions and dynamics to create a dance that shows a location.	Dance routines Following instructions Sharing equipment
	THEME: A Trip to... To use choreographing ideas to develop our dance.	Dance routines Following instructions Sharing equipment
	Healthy Participation Pupils should be bare foot for dance. It is also good practice for teachers to do this. Ensure pupils always work in their own safe space when working independently.	
	Assessment End of unit assessment.	



Summer 1	Rounders	
Character Culture Creativity Challenge	Prior Learning Striking and fielding games	
	Key Learning Intentions ** Assessment Criteria** To bowl a ball towards a target. To begin to strike a bowled ball. To develop an understanding of tactics and to begin to use them in game situations. To learn the rules of the game and to begin to use them. To provide feedback using key words. To use overarm and underarm throwing and catching skills. To work co-operatively with my group to self-manage games.	
	Overview of Knowledge Rounders is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	Key Vocabulary accuracy bowler caught out collect no ball score short barrier strike stump stumped out tactics tournament umpire
	Overview of Skills Striking: Striking to space away from fielders will help you to score. Fielding: Look at where a batter is before deciding what to do. Communicate with teammates before throwing to them. Throwing: Being balanced before throwing will help to improve the accuracy of the throw. Catching: Move your feet to the ball.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To learn how to score points in a striking and fielding game.	Games Following instructions Sharing equipment
	To develop batting to score points.	Games Following instructions Sharing equipment
	To develop fielding skills to limit the batter's score.	Games Following instructions Sharing equipment



	To understand the role of a bowler in the fielding team.	Games Following instructions Sharing equipment
	To develop an understanding of tactics and begin to use them in game situations.	Games Following instructions Sharing equipment
	To apply skills and knowledge to play games using rounders rules.	Games Following instructions Sharing equipment
	Healthy Participation Ensure backstops stand 2m behind the batter and that batters take their bat with them when they run. Ensure pupils always have a safe distance between themselves and a batter.	
	Assessment End of unit assessment.	



Summer 1	Basketball	
Character Culture Creativity Challenge	Prior Learning Invasion games and attacking and defending skills.	
	Key Learning Intentions To use simple tactics. To learn the rules of the game and to begin to use them honestly. To dribble, pass, receive and shoot the ball with some control. To find space away from others and near to my goal. To provide feedback using key words. To track an opponent to slow them down. To understand my role as an attacker and as a defender. To work co-operatively with my group to self-manage games.	
	Overview of Knowledge Basketball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score.	Key Vocabulary accurate attack communicate control intercept invasion opponent possession referee shoot tactic teammate tournament teamwork
	Overview of Skills Sending & receiving: Point your hands to your target when throwing to help to send the ball accurately. Dribbling: Dribbling is an attacking skill which helps you to move towards a goal or away from defenders. Space: Spreading out as a team will help to move the defenders away from each other. Attacking As an attacker you need to maintain possession and score goals. Defending: As a defender you need to stop the opposition and gain possession.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To understand the role of an attacker when in possession.	Games Following instructions Sharing equipment
	To use attacking skills to maintain possession.	Games Following instructions Sharing equipment
	To develop passing and moving to support my team in attack.	Games Following instructions Sharing equipment



	To understand the role of a defender and explore ways to gain possession.	Games Following instructions Sharing equipment
	To understand that scoring goals is an attacking skill and demonstrate this.	Games Following instructions Sharing equipment
	To apply skills and knowledge to compete in a tournament.	Games Following instructions Sharing equipment
	Healthy Participation Ensure any unused balls are stored in a safe place. This could be in bags, on trolleys, using a bench turned on its side or cones.	
	Assessment End of unit assessment.	



Summer 2	Athletics	
Character Culture Creativity Challenge	Prior Learning Running, changing direction, throwing and jumping.	
	Key Learning Intentions To develop jumping for distance. To identify when I was successful. To take part in a relay activity, remembering when to run and what to do. To throw a variety of objects, changing my action for accuracy and distance. To use different take off and landings when jumping. To use key points to help me to improve my sprinting technique. To work with a partner and in a small group, sharing ideas. To show determination to achieve my personal best.	
	Overview of Knowledge In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.	Key Vocabulary accuracy baton control event further personal best power relay speed strength technique
	Overview of Skills Running: Leaning slightly forwards helps to increase speed. Leaning your body in the opposite direction to travel helps to slow down. Jumping: If you jump and land quickly it will help you to jump further. Throwing: The speed of the movement helps to create power. So, moving from slow to fast will help you to throw further.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To develop the sprinting technique and improve on your personal best.	Games Following instructions Sharing equipment
	To develop changeover technique in relay events.	Games Following instructions Sharing equipment
	To develop jumping technique in a range of approaches and take off positions.	Games Following instructions Sharing equipment



	To develop throwing for distance and accuracy.	Games Following instructions Sharing equipment
	To develop throwing for distance in a pull throw.	Games Following instructions Sharing equipment
	To develop officiating and performing skills.	Games Following instructions Sharing equipment
	Healthy Participation In throwing activities it is important to instil good practice. Ensure pupils wait for instruction and check the area is clear before throwing. Ensure there is adequate space between throwers. This unit will develop agility, balance, co-ordination, speed, stamina, strength.	
	Assessment End of unit assessment.	



Summer 2	Tennis	
Character Culture Creativity Challenge	Prior Learning Attacking and defending principles.	
	Key Learning Intentions To learn the rules of the game and to begin to use them to play fairly. To provide feedback using key words. To return a ball to a partner. To use basic racket skills. To understand the aim of the game. To understand the benefits of exercise. To work cooperatively with my group to self-manage games.	
	Overview of Knowledge Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils learn key skills such as racket control, hitting a ball and how to score points. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.	Key Vocabulary Backhand competition control court face Feeder forehand Opponent opposition Rally react return tactics track
	Overview of Skills Shots: Point the racket face where you want the ball to go and turn your body to help you to hit accurately. Rallying: Hit towards your partner to help them to return the ball easier and keep the rally going. Footwork: Move to the middle of the court to cover the most space. Tactics: Know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space. Rules: Know the rules of the game and begin to apply them.	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	To develop racket and ball control.	Listening to and following instructions Copying actions Breathing exercises
	To explore rallying using a forehand.	Listening to and following instructions Copying actions Breathing exercises
	To explore returning the ball using a forehand.	Listening to and following instructions Copying actions Breathing exercises



	To explore returning the ball using a backhand.	Listening to and following instructions Copying actions Breathing exercises
	To learn how to score and use simple rules.	Listening to and following instructions Copying actions Breathing exercises
	To work co-operatively with others to begin to manage a game.	Listening to and following instructions Copying actions Breathing exercises
	Healthy Participation Ensure any unused equipment is stored in a safe place. Ensure pupils stay a safe distance from one another when using the racket. This unit will develop agility, balance, co-ordination, speed, stamina and strength.	
	Assessment End of unit assessment.	