

KFJS
PE Curriculum Map

In each unit children will develop the skills needed to perform or play with success, evaluate their work and that of others, learn how healthy lifestyles impact their futures and develop an enjoyment of physical activity.

Year 3

Unit	Gym	Dance	Multi-skills	Athletics
Key Question	How do gymnasts hold balances?	How do dancers use their body movements to choreograph dances?	Which skill: balance, control or agility help the most when skipping?	How do athletes ensure they show their best performance?
Essential understanding	Demonstrate strength and flexibility to hold balances using different body parts	Responds imaginatively to music to create a dance that explores basic body movements with control	Uses an appropriate starting position – knees and arms bent when jumping with a skipping rope Demonstrate strength, control and flexibility with quick reactions games	Uses an appropriate starting position – knees and arms bent when running and jumping Uses an appropriate body position to throw and catch javelins and shot put games
	Observes and describes what they like or don't like about their own work and that of others using appropriate vocabulary			
Objectives and Skills	Demonstrate stretched and curled balances on different body parts. Use running and jumping in isolation and in combination. Develop flexibility through warm up and stretching. Use control to create symmetrical and asymmetrical balances. Use space and apparatus safely. Recognise that gymnastic activity is a good activity for healthy well-being and know how to practise safely.	Develop balance, agility and coordination. Perform dances using simple movement patterns. Explores basic movements with control. Varies the size of their body shapes. Adds a change of direction. Responds imaginatively to music to create a simple dance. Beginning to compare and adapt movements to create a larger sequence. Uses simple dance vocabulary.	Recalls how to use a skipping rope with good technique independently and in a group. Uses a skipping rope with good technique independently and in a group with growing confidence. Confidently uses a skipping rope in a variety of situations. Changes speed and direction when running Play competitive games and apply basic principles of attacking and defending. Develop flexibility, strength, technique, control and balance.	Performs a variety of throws with control and accuracy. Uses a good pull back technique and follows through with extended arm. Beginning to run at appropriate speeds for the distance. Develop a starting position to sprint. Jumps from a standing position with some accuracy. Uses equipment safely.

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		Knows that dance will help develop their stamina.	Shows quick reactions. Demonstrates good balance. Beginning to show good agility.	
Assessment	<p>Can I demonstrate flexibility to create curled and stretched balances? Observe a variety of balances showing core control using floor and apparatus Can I demonstrate strength to hold balances using different body parts? Observe on apparatus a variety of balances held for 10 seconds Can I describe what I like/don't like about my own work and that of others using appropriate vocabulary? Observe children talking in groups about their work and the work of others using given words</p>	<p>Can I respond imaginatively to music to create a dance that explores basic body movements? Observe an understanding of movements to match the theme of the dance alongside the music Can I respond imaginatively to music to create a dance that explores basic body movements with control? Observe an understanding of controlled movements to match the theme of the dance.</p>	<p>Can I co-ordinate my body to jump and land whilst using a skipping rope? Independently skip using a rope for 5 rotations without stopping</p>	<p>Do I use an appropriate body position to throw? Observe a good arm pull back throw technique for javelin where arm remains extended</p>
WTS	<p>Uses minimal core strength to hold a balance Can balance on feet, bottoms and backs for up to 5 seconds</p>	<p>Uses body movements but don't match given music Uses dance movements that do not match the music or dance theme</p>	<p>Uses arms to rotate rope and steps over rope</p>	<p>Uses a pulled back arm that extends to release the javelin</p>

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	With support can verbalise what would improve their work and that of others			
EXS	Uses some flexibility to change body shapes when balancing Uses various body parts to hold a variety of balances Beginning to use given vocabulary to make improvement suggestions	Shows awareness of music, is beginning to use own appropriate body movements Beginning to use the music to match dance moves to dance theme	Skips with some accuracy for at least 5 rotations	Uses a pulled back arm but needs support to release at the correct time
GDS	Considers all of the body when creating strong balances Comfortably holds balances that involve challenging body positions Uses given vocabulary to make useful, polite suggestions for improvements	Listens to the music and uses appropriate body movements imaginatively Shows awareness of music and style of dance movements to match dance themes	Uses a skipping action confidently and successfully	Uses a strong throwing technique with awareness of arm position

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Games

Unit	Hockey	Cricket	Football	Rounders	Tennis
Key Question	How do hockey players move the ball around other players?	How does a cricketer ensure the balls thrown are on target?	How do footballers move the ball in football games?	How do players ensure they strike the ball in rounders?	How do tennis players use a racquet successfully?
Essential understanding	Understands the need to move after passing the ball during hockey games	Demonstrates appropriate body position to throw and catch the ball in cricket	Understands the need to move after passing the ball in football games	Demonstrates strength and control to hold a rounders bat and strike the ball using a bat when playing rounders games	Demonstrates strength and control to hold a rounders bat and strike the ball using a bat when playing tennis
	<p>Observes and describes what they like or don't like about their own work and that of others using appropriate vocabulary. Identify aspects of their own and others play that need improving using appropriate language and suggest practices to help them play better. Understand and use rules and keep games going without dispute. Discuss the effect exercise has on breathing and heart rate.</p>				
Objectives and Skills	Holds the hockey stick correctly and safely – knows the correct way round. Hits the ball with a hockey stick correctly and safely. Passes and stops the hockey ball with a partner. Dribbles the ball with a stick through obstacles. Beginning to understand the concept of game playing – moves after passing the ball.	Throw the ball with developing accuracy towards a target Develop good catching skills. Bowl underarm so the ball arrives appropriately for the batter to hit. Begin to play in a range of small sided striking/fielding games, experiencing all roles.	Passes and receives a range of balls in different ways. Demonstrates control when dribbling, passing and receiving with feet. Pass and receive on the move. Play with confidence in various small game formations.	Uses underarm and overarm throwing and catching skills. Beginning to strike a bowled ball with adapted equipment and bowl a ball towards a target. Understands the aim of the game and is beginning to learn the rules.	Uses the 'handshake' grip when holding a racquet. Uses a strong standing stance to throw and catch. Catches a ball using cupped hands when hit by another player's racquet. Play confidently and competitively in small games.

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Assessment	Do I understand that I have to move when I have passed the ball? Observe basic control of a hockey ball then move to be ready to receive the ball	Can I throw the ball with accuracy towards a target? Observe using good stance, throw with an extended arm keeping eye on the target.	Can I stop and pass the ball with accuracy and control? Observe the side and instep to stop the ball and a side of the foot kick back	Can I strike a ball with developing accuracy? Observe eyes kept on the ball until released from bowler, swing and hit	Do I use an appropriate body position to catch a ball? Observe catching of balls hit by a racquet, is the child following the ball with cupped hands?
WTS	Shows control of a ball using a hockey stick, passes and moves to a free space	Developing a good throwing technique and sometimes is on target	Is able to stop the ball and is beginning to pass but not always with the instep of the foot	With support and without a swing can strike a ball	With support can hold hands out to catch balls thrown gently
EXS	Beginning to show control of a ball and moves when passed the ball	Shows a good throwing technique usually on target	Uses practised foot control to stop and pass the ball with some accuracy	Beginning to maintain eye contact with ball, swings correctly and strikes the ball	Cups hands to receive the ball and pulls into the body to avoid dropping
GDS	Beginning to show control of a hockey stick and is able to pass to another player	Thrown balls are mostly on target with enough power	Comfortably uses foot control to stop and pass the ball accurately.	Maintaining eye contact with ball, swings correctly and strikes the ball	Uses a mostly accurate catching technique