



Physical Education

Dance: Weather

Unit Purpose

The unit of work will challenge pupils to respond to different stimuli, being able to add drama and **emotion** to the dance.

Pupils will create a performance which will include; **stage presence, timing, rhythm** and sustaining **character**.

Inspire Me

Did you know... Death Valley (USA) holds the record for the hottest temperature ever recorded on Earth, which is 56.7 degrees. The lowest temperature ever recorded on Earth is -89.2 °C in Antarctica.



Key Success Criteria

- P** Pupils will ensure that their movements are big and clear, they will perform with expression and emotion as they tell a story.
- C** Pupils will understand what makes an 'excellent dance'. Pupils will apply creativity as they try a range of movement options.
- S** Pupils will apply life skills such as cooperation and encouragement as they work successfully with their partner to execute their sequences in unison.
- W** Pupils will strive to ensure their sequences are performed precisely and accurately showing self motivation to want to improve.

Vocabulary for Learning

Excellent Dancers: Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.

Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known.

Creativity: refers to pupils using their imagination or original ideas when performing their dance actions.

Emotion: refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.



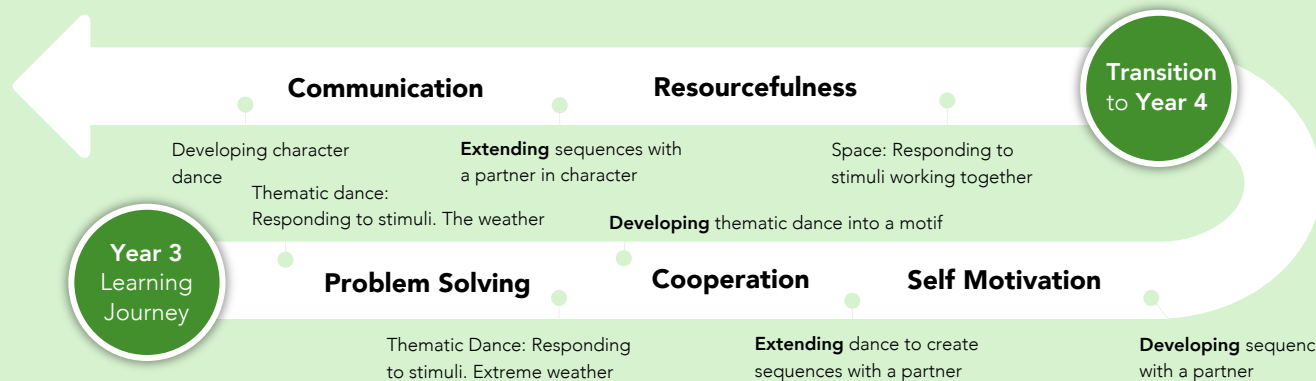
Sport Specific Vocabulary

Rhythm: is a repeated pattern of movements or sounds.

Timing: in dance, timing refers to moving to the beat of the music.

Stage presence: is the ability of a dancer to capture and command the attention of an audience's attention.

Motif: is a series of movements that are repeated.





Physical Education

Dodgeball Year 3

Unit Purpose

The unit of work will **explore** how to **apply** the principles of **attack** vs **defence** in dodgeball.

Pupils will **develop** an understanding of when, where and why we need to dodge, throw, catch and change direction during a game.

Inspire Me

Dodgeball originated in Africa where players would throw rocks at each other with the intention of incapacitating their opponents. Thankfully dodgeball is now played with a softball that when it hits you doesn't hurt!



Key Success Criteria

- P** Pupils will develop their dodging, throwing and catching skills to outwit their opponents and win the game.
- C** Pupils will apply an understanding of where, when and why we dodge, throw and catch, in order to beat an opponent.
- S** Pupils will develop life skills such as respect and cooperation as they collaborate with others including their opponents.
- W** Pupils will apply their skills with developing confidence as they grow in their ability to show integrity and take responsibility leading others.

Vocabulary for Learning

Attacker: We are considered an 'attacker' when we are in possession of the ball or when we throw the ball. The aim of the game for the attackers is to throw their ball hitting an opponent.

Defender: We are considered a 'defender' when we are not in possession of the ball or when the ball is not in our control. The aim of the defenders is to avoid being hit by the ball.

Possession: Is when we have physical control of the ball. This could be when working individually or as part of a team. It is when we have 'possession' that we can create the opportunity to throw the ball towards the opposition.



Sport Specific Vocabulary

Dodge: is a method of moving quickly from one side to the other to avoid being hit by a ball.

Throwing: means using your arm/hand to propel a ball with force through the air towards a specific target.

Catching: means successfully holding a ball with our hands that has been thrown towards us.





Physical Education

Football Year 3

Unit Purpose

The unit of work will **explore** how to **apply** the principles of **attack** vs **defence**, with a particular focus on passing and moving and dribbling.

Pupils will learn how to keep **possession** and eventually score in order to win a modified game.

Inspire Me

Did you know ... former professional football Gary Linker never received a yellow card in his career. He played over 460 clubs games and 80 times for England, meaning he was always on his best behaviour!



Key Success Criteria

- P** Pupils will develop their passing and moving and dribbling skills to outwit their opponents and keep possession of the ball.
- C** Pupils will apply an understanding of where, when and why we pass, move and dribble in order to score points against another team.
- S** Pupils will develop life skills such as respect and communication as they collaborate with others including their opponents.
- W** Pupils will apply their skills while developing confidence as they grow in their ability to show resilience and self motivation.

Vocabulary for Learning

Attacker: We are considered an 'attacker' when we or our team are in possession of the ball. The aim of the game for the attackers is to score, keep possession and score a goal.

Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to prevent the opposition from scoring a goal

Space: is an open area on the pitch that is unoccupied by a defender or the defending team. The team in possession of the ball need to identify open spaces to move into to enable them to create opportunities to score a goal.

Possession: is when we have physical control of the ball. This could be when working individually or as part of a team. It is when we have 'possession' that we can create the opportunity to score a goal.



Sport Specific Vocabulary

Free Kick: A free kick is a method of restarting the game following an offence committed by the opposing side outside of the penalty area.

Penalty: A penalty kick is a method of restarting the game following an offence committed by the opposing side inside the penalty area.





Physical Education

Gymnastics Year 3

Unit Purpose

The unit of work will focus on exploring movements and balances in **symmetrical** and **asymmetrical** ways.

Pupils will create **sequences** starting with their symmetrical balance on apparatus, moving out of it and travelling to a new piece of apparatus and ending in their asymmetrical balances applying **flow**.

Inspire Me

Simone Biles is an American gymnast, five-time world champion and one of the most decorated gymnasts of all times. At the 2016 Olympic games Biles won 5 medals including four golds.



Key Success Criteria

- P** Pupils will execute 'excellent' balances and movements in both symmetrical and asymmetrical ways. Pupils will be able to link these movements and balances together.
- C** Pupils will develop life skills such as resourcefulness and evaluation as they create their sequences in pairs, making any adaptations when necessary.
- S** Pupils will collaborate showing cooperation skills with their partner as they work together to create their sequences and share apparatus space with others.
- W** Pupils will develop their resilience and ability to remain self motivated as they strive to improve their sequences even when they find it hard.

Vocabulary for Learning

Excellent gymnastics: 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/balance are able to hold it still for at least 4 seconds.

Linking: This means successfully adding two movements together so that they flow one after the other.

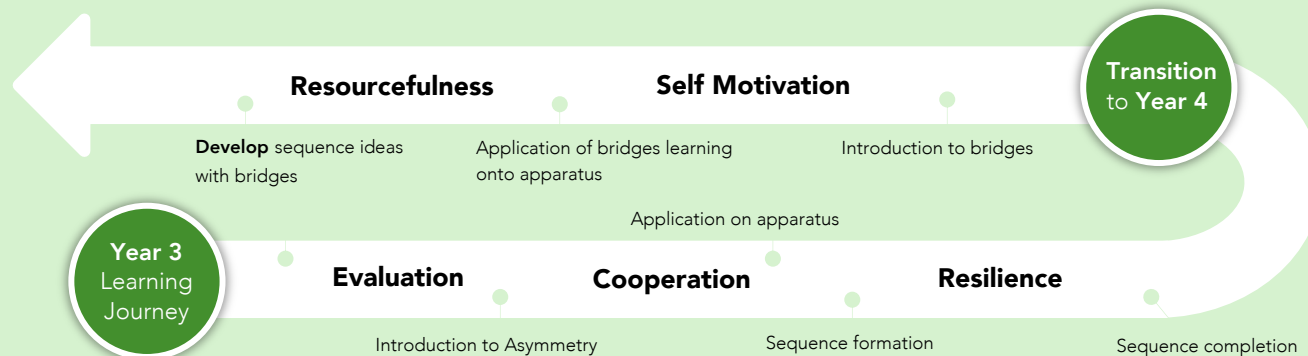
Flow: This is when a gymnast moves from one action to another without stopping.

Interesting: This means pupils are thinking and being creative. This includes adding different levels and different connection points to their balances and/or movements.

Extension: This is when pupils are pointing (extending) their fingers and toes when moving or holding a balance.

Symmetrical: Symmetry occurs when a balance or a movement is identical on either side.

Asymmetrical: Asymmetry means when a balance or a movement does not match on either side.





Physical Education

Orienteering Year 3

Unit Purpose

The unit of work will **explore** how to **orientate** a map, locate points on the map, then travel to them and record what they find.

Pupils will learn how to **collaborate** with others and work as a team to complete the **challenges**.

Inspire Me

Did you know... that the first international governing body for orienteering was the International Orienteering Federation, formed by eleven nations in 1961. The first world championships were held in 1966.



Key Success Criteria

- P** Pupils will develop their ability to orientate a map and locate points, returning to base as quickly as possible.
- C** Pupils will develop their understanding of what makes an effective team and understand how important teamwork is when orienteering.
- S** Pupils will develop life skills such as respect and communication as they collaborate with their team to successfully complete the orienteering challenges.
- W** Pupils will develop their ability to remain positive and try their best in every challenge. Pupils will begin to show leadership attributes.

Vocabulary for Learning

Navigate: means to find a way through a planned course often by using a map.

Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.

Strategy: is a planned set of actions that are used by a team or individual to achieve a long-term goal. We plan a strategy and then use specific tactics to help us achieve our goal.

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.

Communication: Is the method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual.



Sport Specific Vocabulary

Orienteering: is a sport that requires navigational skills using a map and/or a compass to navigate from various points.

Symbol: Symbols are small images marked on a map that have been designed to look like what it represents. Map symbols are conventional signs as can be understood by everyone.





Physical Education

Communication and Tactics Year 3

Unit Purpose

The unit of work will **explore** what makes an **effective team** through different problem-solving **challenges**. Throughout the unit, there will be a focus on pupils **developing** their **communication** skills, essential to working within a team to complete the activities.

Inspire Me

Did you know... the on field referee in rugby may need to verbally communicate with the video referee. It is important that information communicated is clear and accurate to ensure the correct decision is made.



Key Success Criteria

- P** Pupils will work within teams to complete the different problem solving challenges successfully.
- C** Pupils will apply an understanding of what makes an effective team and understand how important their role is within the team.
- S** Pupils will develop life skills such as collaboration and communication as they apply both speaking and listening skills within their teams.
- W** Pupils will develop their ability to remain positive and try their best in every challenge. They will begin to show leadership attributes.

Vocabulary for Learning

Communication: is the method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual.

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.

Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.

Strategy: is a planned set of actions that are used by a team or individual to achieve a long-term goal. We plan a strategy and then use specific tactics to help us achieve our goal.

Sport Specific Vocabulary

Attacker: We are considered an 'attacker' when we or our team are trying to capture the flag. The aim of the game for the attackers is to capture the flag to score a point.

Defender: We are considered a 'defender' when we are trying to tag the other team, trying to prevent them from taking a flag.

Tag: is the method applied by the defending team to stop the attackers from capturing the flag.

