

BOSTON WEST ACADEMY

Y3 PE OVERVIEW

Sept 2021



Year 3	
Dance	Gymnastics
<p>Follow the https://www.getset4pe.co.uk/ Y3 Dance scheme of work and lesson plans. Children will develop skills which are grouped into physical, social, emotional and thinking skills.</p>	<p>Follow the https://www.getset4pe.co.uk/ Y3 Gymnastics scheme of work and lesson plans. For gymnastic activities, pupils should remove shoes and socks. Please refer to the gymnastic guidelines in the resource bank for further information on: 'Safely Moving Apparatus,' 'Safely Using Apparatus' and 'Rolls.' Children will develop skills which are grouped into physical, social, emotional and thinking skills.</p>
<p>Pupils create dances in relation to an idea including historical and scientific stimuli. 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. They will be given the opportunity to perform to others and provide feedback using key terminology.</p>	<p>In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them 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.</p>
<p><u>Assessment Criteria</u> I am respectful of others when watching them perform. I can provide feedback using key words. I can repeat, remember and perform a dance phrase. I can use counts to keep in time with a partner and group. I can use dynamic and expressive qualities in relation to an idea. I can work with a partner and in a small group, sharing ideas. I create short dance phrases that communicate the idea.</p>	<p><u>Assessment Criteria</u> I can adapt sequences to suit different types of apparatus. I can choose actions that flow well into one another. I can choose and plan sequences of contrasting actions. I can complete actions with increasing balance and control. I can move in unison with a partner. I can provide feedback using key words. I use a greater number of my own ideas for movements in response to a task. With help, I can recognise how performances could be improved.</p>
Vocabulary	
stimulus, dynamics, formations, canon, unison, shape, relationships, collaboration, respect	Extension, body tension, momentum, rotate

Tennis	Capture the flag
<p>Follow the https://www.getset4pe.co.uk/ Y3 scheme of work and lesson plans Children will develop skills which are grouped into physical, social, emotional and thinking skills.</p>	<p>Follow a sequence of lessons to equip the children with the knowledge and skills they need to take part in the interschool tournaments provided by the Boston schools sport partnership.</p>
<p>In this unit pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p>	<p>In this unit pupils will improve on the key skills used in capture the flag such as running, turning, evading, communicating and awareness. They learn how to apply simple tactics to the game to outwit their opponent through strategic teamwork. In capture the flag, pupils achieve this by evading being caught by opponents by tagging whilst aiming to capture their opponent's flag from a zone and return the flag back to their team's half of the pitch. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and their team performances.</p>
<p><u>Assessment Criteria</u> I am learning the rules of the game and I am beginning to use them to play fairly. I can provide feedback using key words. I can return a ball to a partner. I can use basic racket skills. I understand the aim of the game. I understand the benefits of exercise. I work cooperatively with my group to self-manage games.</p>	<p><u>Assessment Criteria</u> I am learning the rules of the game and I am beginning to use them to play fairly. I can provide feedback using key words. I can evade/tag opponents through change of movement. I can communicate with team mates to pass on instructions and advice. I understand the aim of the game. I understand the benefits of exercise. I work co-operatively with my group to self-manage games.</p>
Vocabulary	
<p>Opponent, consecutive, forehand, backhand, outwit</p>	<p>Opponent, evading, communicating, awareness, tactics, defending, tagging, zone, jail</p>

Tag Rugby	Athletics
<p>Follow the https://www.getset4pe.co.uk/ Y3 Tag Rugby scheme of work and lesson plans Children will develop skills which are grouped into physical, social, emotional and thinking skills.</p>	<p>Follow the https://www.getset4pe.co.uk/ Y3 Athletics scheme of work and lesson plans Children will develop skills which are grouped into physical, social, emotional and thinking skills.</p>
<p>In this unit pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.</p>	<p>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.</p>
<p><u>Assessment Criteria</u> I am learning the rules of the game and I am beginning to use them to play honestly. I can communicate with my team and move into space to help them. I can defend an opponent and attempt to tag them. I can move with a ball towards goal with increasing control. I can pass and receive the ball with some control. I can provide feedback using key words. I understand my role as an attacker and as a defender. I work cooperatively with my group to self-manage games.</p>	<p><u>Assessment Criteria</u> I am developing jumping for distance. I can identify when I was successful. I can take part in a relay activity, remembering when to run and what to do. I can throw a variety of objects, changing my action for accuracy and distance. I can use different take off and landings when jumping. I can use key points to help me to improve my sprinting technique. I can work with a partner and in a small group, sharing ideas. I show determination to achieve my personal best.</p>
Vocabulary	
Interception, opponent, defend, attack, consecutive, possession	Power, speed, strength, vertical, progressive