PE at Kimbolton St James’ Primary School

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| **Knowledge – Year 3** | | |
| **Topic** | **Vocabulary** |  |
| **Invasion Games** | Throwing  Catching  Passing  Receiving  Attacking Defending  Scoring goals/points  When to travel with a ball  Space | * I can explain the importance of warm up * I know that an invasion game involves attacking an opponent’s territory with the aim of scoring a goal or point * I can keep my eye on the ball and move my body and hands to the right place so that I can catch a ball with greater control and accuracy * I can throw a ball in different ways (e.g. high, low, fast and slow) * I can use my catching and throwing skills to pass and receive in an invasion game * I can travel forwards, backwards and sideways, changing direction as part of an invasion game * I know which way my team are attacking * I can find a useful space and get into it to support my team mates * I can participate in invasion games in a controlled manner |
| **Dance** | Space  Stillness  Travel  Speed  Direction  Levels  Improvise  Motif  Pattern/ sequence  Repetition  Action and reaction  Perform | * I can explain the importance of warm up * I can warm up and cool down at the beginning and end of a dance session and understand why it is important * I can use the space around me to move forwards and backwards and up and down * I can use stillness as part of a dance sequence * I can travel across the floor as part of my dance sequence, becoming more confident at changing speed, direction. and level * I know that a motif in a dance is a movement within a dance * I am beginning to improvise and collaborate with a partner or a group to create simple motifs that I can use in a dance sequence * I know that a dance sequence is a set pattern of movements performed to music that has been specially chosen for the dance * I can use simple repetition to develop a simple dance motif * I know that action is any movement that a dancer does during a dance * I can react to actions that my partner or group perform * I can perform with some awareness of rhythm and expression * I am beginning evaluate my movements and links to improve them * I am beginning to evaluate a peer performance |
| **Gymnastics** | Sequence  Jumps  Rolls  Shapes  Balances  Travel  Links  Speed and Level  Apparatus  Perform  Evaluate | * I can explain the importance of warm up * I know that a sequence is a number of movements put together * I can perform an increasing range of jumps, rolls and shapes as part of a sequence of 2-3 movements * I can perform an increasing range of balances as part of a sequence of 2-3 movements * I am beginning to travel and link my skills with actions such as tiptoes, steps, jumps and hops * I am beginning to show my awareness of speed and levels when I perform a sequence * I can perform individually, with a partner and in a group with increasing confidence * I can evaluate and give feedback on a performance to my peers with increasing confidence |
| **Athletics** | Running  Sprint and starting stance  Middle distance and starting stance  Running Technique  Jumping  Jumping technique  Standing long jump  Throwing  Throwing technique  Push throw  Evaluate and improve performance | * I can explain the importance of warm up * I am beginning to focus on my arm and leg action to improve my running technique. * I can show a starting stance that is appropriate for the distance I am running. * I can show an awareness of adjusting my running pace to the distance I am running, when reminded. * I can demonstrate a standing long jump, with an awareness of take-off, flight phase and a safe, controlled landing. * I can throw with a greater degree of accuracy. * I can demonstrate a basic throwing technique and perform a push throw. * I am becoming more confident at understanding how I can improve my own and my peer’s athletics performance and can offer basic feedback when evaluating performances. * I can compete against myself and others in a controlled manner. |
| **Swimming** | Push  Glide  Length  Width |  |
| **Skills** | | |

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| **Key skills**  **Key knowledge** | **1**  **Invasion games** | **2**  **Gymnastics** | **3**  **Dance** | **4**  **Athletics** | **5**  **Swimming** |
| **Developing Skills**  **Making and Applying**  **Decisions**  **Evaluating and Improving** | **To engage in appropriate competitive games against self and others.**  **Participate in team games developing simple tactics for attacking and defending.**  **Enjoy taking part and be able to recognise their own success.** | **To develop fundamental movement skills (agility, balance and co-ordination.)**  **Learn how to use the skills in different ways.**  **Be able to talk about own and others’ performances and show improvements.** | **To develop fundamental movement skills.**  **To perform dances using simple movement patterns with opportunity to be creative and make their own decisions.**  **Be able to talk about own and others’ performances and show improvements.** | **To master fundamental movements including running, jumping and throwing.**  **To begin to apply the skills in a range of activities mainly in isolation. Sprints and longer distances / standing broad jump, vertical jump, triple jump / throwing a variety of implements.**  **Enjoy taking part and be able to recognise their own success.** | **To begin to develop the basic water skills leading to the ability to swim competently, confidently and proficiently over 25 metres.**  **To use a range of strokes and skills effectively.**  **Improve on stroke technique. Evaluate own water safety.** |
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