**Year 3 P.E. Curriculum – Autumn Term 1**

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| **Ball Skills**  To develop confidence and accuracy when tracking a ball.  To explore and develop a variety of throwing techniques.  To develop catching skills using one and two hands.  To develop dribbling a ball with hands.  To use tracking, sending and dribbling skills with feet. | | **Keyword** | Definition |  |  | |  |
| Dribbling | Moving with the ball at your feet or hands |  |  | |
| Co-ordination | Your body working together |  |  | |
| Technique | How to do something correctly |  |  | |
| tracking | Following the ball in movement |  |  | |
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| **Prior Learning:**  **Ball skills**  To be able to roll a ball to hit a target.      To develop co-ordination and be able to stop a rolling ball.  To develop technique and control when dribbling a ball with your feet.  To develop control and technique when kicking a ball.  To develop co-ordination and technique when throwing and catching.  To develop control and co-ordination when dribbling a ball with your hands. | | | | **Future Learning:**    **Football**  To develop controlling the ball and dribbling under pressure.  To develop passing to a teammate.  To be able to control the ball with different parts of the body.  To develop changing direction with the ball using an inside and outside hook.  To jockey / track an opponent.  To be able to apply the rules and tactics you  **Netball**  To develop passing and moving and play within the footwork rule.  To develop passing and moving towards a goal.  To develop movement skills to lose a defender.  To be able to defend an opponent and try to win the ball.  To develop the shooting action.  To develop playing using netball rules. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To develop dribbling skills with hands and feet | Social: To be respectful of my opponent.  Emotional: To persevere when I find possession tricky.  Thinking: To transfer my knowledge of dribbling technique from hands to feet. | | | | | •Keep the ball close.  •Use different parts of my foot (sole, toe, heel, inside, outside).  •Use soft hands and move with the ball. | |
| To develop tracking and catching skills | Social: To work as a team to manage the activity.  Emotional: To persevere when practising.  Thinking: To select the correct catching technique for the situation. | | | | | • Eyes focused on the ball.  •Apply a ready position - knees bent, feet shoulder width apart, on your toes.  •Move your feet to the ball. | |
| To develop tracking and throwing skills | Social: To communicate and tell my teammate when and where to throw.  Emotional: To remain calm and concentrate when under pressure.  Thinking: To make quick decisions. | | | | | • Eyes focused on the ball.  •Opposite leg to arm forwards. | |
| To develop tracking and kicking skills | Social: To communicate well with others in my group.  Emotional: To be motivated to achieve my personal best.  Thinking: To select the correct amount of power for the distance required. | | | | | •Apply a ready position - knees bent, feet shoulder width apart, on your toes.  •Keep the ball close. | |
| To track a ball that is not sent directly to me | Social: To use communication skills to work as a team.  Emotional: To show perseverance as the game gets harder.  Thinking: To provide feedback to my partner about the games we have been playing. | | | | | •Apply a ready position - knees bent, feet shoulder width apart, on your toes.  •Move your feet to the ball.  •Wide fingers – vary the type of catch based on the height. | |
| To apply sending and receiving skills to a game | Social: To communicate suitable tactics to my teammate.  Emotional: To work independently to manage the games I play.  Thinking: To select and apply the best skill for the situation. | | | | | •Apply a ready position - knees bent, feet shoulder width apart, on your toes.  •Move your feet to the ball.  •Wide fingers – vary the type of catch based on the height. | |