**Year 3 P.E. Curriculum – Autumn Term 2**

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| **Gymnastics**  To be able to create interesting point and patch balances.  To develop stepping into shape jumps with control.  To develop the straight, barrel, and forward roll.  To be able to transition smoothly into and out of balances.  To create a sequence with matching and contrasting actions and shapes.  To create a partner sequence incorporating equipment. | | **Keyword** | Definition | Forward roll | A roll going forwards using your hands | |  |
| Patch balances | Using large body parts to balance |  |  | |
| Transition | Moves between balances |  |  | |
| Contrasting | Opposite |  |  | |
| Straight roll | A roll going forwards |  |  | |
| Barrel roll | A roll on your shoulders |  |  | |
| **Prior Learning:**  **Gymnastics**  To perform gymnastic shapes and link them together.  To be able to use shapes to create balances.  To be able to link travelling actions and balances using apparatus.  To demonstrate different shapes, take off and landings when performing jumps.  To develop rolling and sequence building.  To develop sequence work on apparatus. | | | | **Future Learning:**    **Gymnastics**  To develop individual and partner balances.  To develop control in performing and landing rotation jumps.  To develop the straight, barrel, forward and straddle roll.  To develop the straight, barrel, forward and straddle roll.  To develop strength in inverted movements.  To be able to create a partner sequence to include apparatus. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To be able to create interesting point and patch balances | Social: To work safely when learning a skill.  Emotional: To persevere when learning something new.  Thinking: To identify what makes a good balance and use this to help me improve my balances. | | | | | •Hold your balance for 5 seconds.  •Make your balances interesting by using different levels and body parts to balance on. | |
| To develop point and patch balances on apparatus | Social: To work safely when learning a skill.  Emotional: To persevere when learning something new.  Thinking: To identify what makes a good balance and use this to help me improve my balances. | | | | | •Hold your balance for 5 seconds.  •Make your balances interesting by using different levels and body parts to balance on. | |
| To develop stepping into shape with jumps and control | Social: To support others in their learning.  Emotional: To be confident to provide feedback to others.  Thinking: To recognise how to make improvements in a sequence. | | | | | •Land with knees bent.  •Look straight ahead when you jump. | |
| To develop stepping into shape with jumps and apparatus | Social: To work safely around others.  Emotional: To reflect on the skill I find most challenging.  Thinking: To select and apply actions to my sequence. | | | | | •Land with knees bent.  •Look straight ahead when you jump | |
| To develop the straight, barrel and forward roll | Social: To work safely being mindful of others.  Emotional: To try my best.  Thinking: To plan and create sequences that flow. | | | | | •Barrel roll - keep your knees tucked into your chest.  •Forward roll - tuck your chin into chest.  •Straight roll - roll from an arch to a dish. | |
| To include rolls in sequences | Social: To work safely being mindful of others.  Emotional: To work independently to create my own sequence.  Thinking: To plan and create sequences that flow. | | | | | •Barrel roll - keep your knees tucked into your chest.  •Forward roll - tuck your chin into chest.  •Straight roll - roll from an arch to a dish | |