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

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| Yoga  To explore connecting breath and movement. To explore new yoga poses and begin to connect them. To explore gratitude when remembering and repeating a yoga flow. To develop flexibility and strength in a positive summer flow. To develop flexibility in an individual yoga flow. To develop confidence and strength in arm balances. | | **Keyword** | Definition |  |  | |  |
| Gratitude | Being grateful for what you have |  |  | |
| flexibility | How much you can bend in different ways |  |  | |
| Balance | Stay steady during poses |  |  | |
| Stationary | Not moving |  |  | |
| poses | Show a certain position |  |  | |
| **Prior Learning:**        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:**     Yoga  To develop an understanding of yoga. To develop flexibility through the sun salutation flow. To develop strength through yoga flows. To create a flow showing quality in control, balance and technique. To develop balance through yoga flows. To work collaboratively to create a controlled paired yoga flow. To create your own yoga flow that challenges both on the floor and on apparatus. To be able to create a partner sequence using apparatus. keeping in time with the music. To work collaboratively with a group to create a dance in a chosen style. To use a key to identify objects and locations. technique, balance | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To explore poses that challenge my balance | Social: To work with others to suggest poses.  Emotional: To show honesty when playing games.  Thinking: To understand how to order poses. | | | | | •Keep your focus on something stationary.  •Move slowly and with control into the pose so that you are stable when balancing.  •Use the whole body part in contact with the floor to help with balance | |
| To create a flow using poses that challenge my balance | Social: To share ideas with others.  Emotional: To be confident to demonstrate a pose.  Thinking: To select and apply poses that link well together. | | | | | Breathe in and out slowly when in your yoga poses.  •Keep your focus on something stationary.  •Use the whole body part in contact with the floor to help with balance. | |
| To explore poses that change my flexibility | Social: To work safely around others.  Emotional: To be confident to lead.  Thinking: To identify areas of strength and areas for development. | | | | | As you breathe out, stretch a little further.  •Keep your focus on something stationary.  •Move slowly and with control into the pose so that you are stable when balancing. | |
| To create a flow using poses that challenge my flexibility | Social: To discuss and share ideas as a group.  Emotional: To show awareness of others thoughts and feelings.  Thinking: To identify how flexibility can help me. | | | | | •As you breathe out, stretch a little further.  •Use your breath to help with control. | |
| To explore poses that challenge my strength | Social: To work safely with and around others.  Emotional: To show perseverance to hold my poses for a longer period of time.  Thinking: To understand and apply teaching points to perform poses. | | | | | •Keep your focus on something stationary.  •Spread your weight evenly over your contact points.  •Use different muscles and body parts to hold different poses. | |
| To create a flow using poses that challenge my strength | Social: To help others when playing games.  Emotional: To play honestly.  Thinking: To reflect on learning and progress throughout the unit. | | | | | Move in time with your breath.  •Use different muscles and body parts to hold different poses.  •Use your breath to help with control. | |