

Subject: Physical Education	Year group: Year 3	Topic: itthink Reasoning & Solving	Initiation & activation activities: Sports day
<p>Prior knowledge required: they are able to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.</p>		Vocabulary: hand-eye coordination, throw, target, stance, chest pass, underarm, receive, opponent, scoring zone, target, balance, control, blocker, out-of-bounds, clockwise, anti-clockwise, tuck, star, dish, straddle, pike, defend, defender, defence, attacker, attack,	
Programme of Study	Implementation:	Impact –lesson sequence:	Evaluations and assessments:
<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns 	<ul style="list-style-type: none"> • Can they order and prioritise instructions, movements and skills while being able to explain their choices. • Can they recognise similarities and differences in performance and identify areas for improvement. • SEN/Supported - Can they begin ordering and prioritising instructions, movements and skills. • Can they explain and assess what they, and others, are doing well. • GD- Can they understand and use a range of effective ways to judge performance. • Can they demonstrate improvements in hand-eye coordination, timing and balance. • Can they demonstrate hand-eye coordination and improve handling of equipment while moving. • Can they show balance, coordination and control while moving at pace with equipment. • Can they demonstrate the ability to work their core by holding their body in a controlled seated balance. 		

<ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p><i>SWIMMING IS TAUGHT ON SITE AT OUR MIDDLE SCHOOL</i></p>	<ul style="list-style-type: none"> • Can they demonstrate enhanced balance and control while engaging their core. • Can they maintain control through the core while performing various shapes and movements. 		
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