

Year 3

Intent – aims and vocabulary Implementation

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| Unit – Autumn 1 | Unit Outcomes |
| Football Unit 1 – 6 lessons <ul style="list-style-type: none">• Able to show basic control skills.• Send the ball with some accuracy to maintain possession and build attacking play.• Implement the basic rules of football. | To know that: Head – Recognise the need to look forward when attacking a goal. Hand – Use short passes to keep possession. Heart – Show support, encouragement and good sportsmanship. Vocabulary Teamwork, score, shoot, intercept, foot, inside of the foot, touch, possession, accuracy, dribble. |
| Unit – Autumn 2 | Unit Outcomes |
| Dance Unit 1 – 6 lessons <ul style="list-style-type: none">• Practise and put together a performance.• Perform using facial expressions.• Perform with a prop. | To know Head – Describe features of dances performed by others. Hand – Competently include props and other ideas in their dance. Heart – Share and create short dance phrases. Vocabulary Facial expression, improvisation, rehearse, director. |
| Unit – Autumn 1 | Unit Outcomes |
| Tennis – 6 lessons <ul style="list-style-type: none">• To identify and describe some rules of tennis.• Serve to begin a game and explore forehand hitting. | To be able to Head – Keep Count/score of a game. Hand – Show tennis-ready position. Heart – Play against an opponent. Vocabulary Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm. |

| Unit – Autumn 2 | Unit Outcomes |
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| <p>Gymnastics Unit 1 – 6 lessons</p> <ul style="list-style-type: none"> • Modify actions independently using different pathways, directions and shapes. • Consolidate and improve movements and gymnastics actions. • Relate strength and flexibility to actions. • To use basic compositional ideas. | <p>To be able to</p> <p>Head – Identify similarities and differences in sequences.</p> <p>Hand – Perform sequences with contrasting actions.</p> <p>Heart – Explain why strength and flexibility are important in maintaining a healthy, active lifestyle.</p> <p>Vocabulary</p> <p>Fluency, contrasting, unison, low, combinations, full turn, half- turn, flexibility, compositional ideas, healthy active lifestyle.</p> |

| Unit – Spring 1 | Unit Outcomes |
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| <p>Gymnastics Unit 2 – 6 lessons</p> <ul style="list-style-type: none"> • Identify similarities and differences in sequences. • Develop body management over a range of floor exercises. • Attempt to bring explosive moves into floor work. • Show increasing flexibility in shapes and balances. | <p>To be able to</p> <ul style="list-style-type: none"> • Head – Able to identify some primary muscles. • Hand – Develop body management over a range of floor exercises. • Heart – Comment on a peer’s gymnastic sequence, describing what they did well. <p>Vocabulary</p> <p>Sustained, explosive, power, control, group, similar, different, bounce, box splits, fluency, dynamic, static, half lever, extension.</p> |

| Unit – Spring 2 | Unit Outcomes |
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| <p>Hockey – 6 lessons</p> <ul style="list-style-type: none"> • Play in a hockey-type invasion game. • Improve game-based agility. • Manipulate objects using a stick and ball with safety and control. | <p>To be able to</p> <p>Head – Implement some hockey rules in a game.</p> <p>Hand – Can stop and control the ball.</p> <p>Heart – Work as a team to score points.</p> <p>Vocabulary</p> <p>Shoot, defend, attack, block, run, control, receive, pass, teamwork, score, hockey, shaft, foot, space.</p> |

| Unit – Spring 1 | Unit Outcomes |
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| <p>Netball – 6 lessons</p> <ul style="list-style-type: none"> • Perform basic netball skills such as passing and catching using recognised throws. • Implement the basic rules of netball. | <p>To be able to</p> <ul style="list-style-type: none"> • Head – Show an understanding of the role of a goal shooter. • Hand – Pass the ball in a variety of ways. • Heart – Create opportunities as a team to score <p>Vocabulary</p> <p>Space, pass, accurately, mark, dodge, attack, defend, footwork, possession, shoot, rules, improve.</p> |

| Unit – Spring 2 | Unit Outcomes |
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| <p>KS2 Fitness Unit 1 – 6 lessons</p> <ul style="list-style-type: none"> • Show determination to keep moving even when tired. • Challenge themselves to improve scores. • Develop strength in a range of exercises. • Understand how to target specific muscle groups when exercising. | <p>To be able to</p> <ul style="list-style-type: none"> • Head – Keep track of where you are in an exercise routine. • Hand – Take part in exercises to raise heart rate. • Heart – Show determination to keep moving even when tired <p>Vocabulary</p> <p>Muscles, muscle groups, balance, control, relax, interval, max effort, tabata, rounds, reps, abdominals, calf, glutes, quadriceps, amrap, determination.</p> |

| Unit – Summer 1 | Unit Outcomes |
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| <p>Rounders – 6 lessons</p> <ul style="list-style-type: none"> To be able to play simple rounders games. Apply some rules to games and develop and use simple rounders skills. | <p>To be able to</p> <p>Head – Explain the importance of being ready in the field.</p> <p>Hand – Bowl an underarm ball.</p> <p>Heart – Identify how to improve own and others work and be tactful.</p> <p>Vocabulary</p> <p>Batting, fielding, bowling, bases, long barrier, batter, bowler, fielder, innings, no ball, batting box, backstop, rounders, half rounders.</p> |

| Unit – Summer 2 | Unit Outcomes |
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| <p>Tennis – 6 lessons</p> <ul style="list-style-type: none"> To identify and describe some rules of tennis. Serve to begin a game and explore forehand hitting. | <p>To be able to</p> <ul style="list-style-type: none"> Head – Keep Count/score of a game. Hand – Show tennis-ready position. Heart – Play against an opponent. <p>Vocabulary</p> <p>Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm.</p> |

| Unit – Summer 1 | Unit Outcomes |
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| <p>Cricket – 6 lessons</p> <ul style="list-style-type: none"> • Adhere to some of the basic rules of cricket. • Develop a range of skills to use in isolation and a competitive context. • Strike a bowled ball. | <p>To be able to</p> <ul style="list-style-type: none"> • Head – Adhere to some basic cricket rules. • Hand – Stop a moving ball. • Heart – Field as a team to return the ball to the bowler/base effectively. <p>Vocabulary</p> <p>Batting, fielding, bowling, bat, wicket, stump, crease, boundary, run, batsman, bowler, wicketkeeper, innings, forward drive, long barrier, over.</p> |

| Unit – Summer 2 | Unit Outcomes |
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| <p>Athletics – 6 lessons</p> <ul style="list-style-type: none"> • Control movement in response to instructions. • Demonstrate agility and speed. Jump for height and distance. • Throw with speed and power and apply appropriate force. | <p>To be able to</p> <p>Head – Compete with others and record points.</p> <p>Hand – Link running and jumping activities with some fluency and consistency.</p> <p>Heart – Identify how to improve.</p> <p>Vocabulary</p> <p>Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, pull, record, pace, approach, combine.</p> |