

PE Long Term Grid Year 3

Autumn Term

Spring Term

Summer Term

WEEKS 1-6

**Gymnastics**

- To experiment with body shapes
- To link shapes and create a sequence with a partner
- To experiment with balances
- To link shapes and balances into short sequences
- To explore different methods of travelling across a mat
- To consolidate and improve the quality of their actions, body shapes and balances, and their ability to link phrase of movement
- To consolidate and improve the quality of their body shapes and balances, and transfer these onto apparatus
- To improve their ability to select appropriate actions and use simple compositional ideas to create sequences on apparatus
- To create sequences on apparatus, using good quality travelling actions, body shapes and balances
- To improve their ability to select and link appropriate actions to make sequences on their own, with a partner and in small groups

**Swimming**

- swim on their front and back, using arm and leg actions together with smooth coordination
- control their breathing and are comfortable on the surface and under water, swimming fluently and with control when using back crawl, front crawl and breaststroke
- use personal survival techniques, including floating, sculling and surface diving
- swim for more than 45 seconds and further than 50 metres
- use a variety of strokes and personal survival skills to suit the needs of a task
- plan how to meet set challenges on their own and in groups
- recognise their own ability and the demands of different challenges, and choose safe and efficient ways to complete challenges successfully
- describe why swimming helps them to be fit and healthy
- explain why their body reacts differently to swimming different distances and times
- describe how swimming affects their heart rate and breathing, and recognise that it is important to control their

**Rounders**

- Throw and catch a beanbag
- Know the demands that exercise makes on the body
- Use throwing skills in tasks that involve hitting targets
- Know the importance of warming up
- Use throwing and catching skills in fielding games and relays
- Work well as a team in fielding relays
- Strike a ball with intent and throw it more accurately when fielding
- Intercept and stop the ball with consistency and sometimes catch the ball
- Strike a ball with intent and throw it more accurately when bowling and fielding
- Intercept and stop the ball with consistency and return the ball quickly and accurately
- Choose where to stand as a fielder working well as a team to make it harder for the batter

	<p>breathing when swimming</p> <ul style="list-style-type: none"> <li>• use a range of language to describe what they see and give concise explanations of what they do well</li> <li>• identify aspects of their work that need improvement and suggest ways to practise</li> <li>• realise that smooth swimming demands concentration and good control of arms, legs and breathing</li> </ul>	
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**WEEKS 7-12**

<p><b>Invasion games</b></p> <ul style="list-style-type: none"> <li>• To use good throwing and catching techniques</li> <li>• To use what they have learned to improve the quality of their throwing and catching</li> <li>• To consolidate and improve the quality of their throwing and catching techniques and their ability to link movements</li> <li>• To work as a team in relay-style games</li> <li>• To use these skills in game situations</li> <li>• To concentrate on control and accuracy when throwing, catching, dribbling the ball</li> <li>• To use passing, receiving and dribbling skills in game situations</li> <li>• To improve their ability to choose and use simple tactics</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• swim on their front and back, using arm and leg actions together with smooth coordination</li> <li>• control their breathing and are comfortable on the surface and under water, swimming fluently and with control when using back crawl, front crawl and breaststroke</li> <li>• use personal survival techniques, including floating, sculling and surface diving</li> <li>• swim for more than 45 seconds and further than 50 metres</li> <li>• use a variety of strokes and personal survival skills to suit the needs of a task</li> <li>• plan how to meet set challenges on their own and in groups</li> <li>• recognise their own ability and the demands of different challenges, and choose safe and efficient ways to complete challenges successfully</li> <li>• describe why swimming helps them to be fit and healthy</li> <li>• explain why their body reacts differently to swimming different distances and times</li> <li>• describe how swimming affects their heart rate and breathing, and recognise that it is important to control their breathing when swimming</li> <li>• use a range of language to describe what they</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• To use their bodies and equipment with greater control and coordination</li> <li>• To remember, repeat and link combinations of actions</li> <li>• To choose skills and equipment to help them meet the challenges they are set</li> <li>• To remember, repeat and link combinations of actions</li> </ul>
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	<p>see and give concise explanations of what they do well</p> <ul style="list-style-type: none"><li>• identify aspects of their work that need improvement and suggest ways to practise</li><li>• realise that smooth swimming demands concentration and good control of arms, legs and breathing</li></ul>	
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