



## Year 3 P.E Progression of Knowledge and Skills



### KS2 National Curriculum

#### PE2/1.1 Sport & Games

- PE2/1.1a use running, jumping, throwing and catching in isolation and in combination
- PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- PE2/1.1c develop flexibility, strength, technique, control and balance
- PE2/1.1d perform dances using a range of movement patterns
- PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team
- PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.

#### PE2/1.2 Swimming and water safety

- PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres
- PE2/1.2b use a range of strokes effectively
- PE2/1.2c perform safe self-rescue in different water-based situations

### Year 3 Progression of Knowledge and Skills

#### GAMES

##### Invasion Games Net and Wall Games Striking and Fielding Games

I know how to use and select travelling movements in a game, therefore I can:

- change direction and speed with control and coordination
- move to find space
- travel with equipment keeping possession

I know how to use ball skills (passing and receiving) in relation to invasion games, therefore I can:

- accurately pass and receive a range of balls in different ways with hands (e.g. chest pass, bounce pass, shoulder pass)
- demonstrate control when dribbling, passing and receiving with feet
- signal for the ball and pass and receive in sequential order (1-2-3-4-1 etc)
- pass and receive on the move and signal for the ball to retain possession and show progression
- down the court / pitch
- play with confidence in various small game formations (e.g. 2v1, 3v1, 3v2, 2v2, 3v3)

I know how to use skills focusing on net/wall games, therefore I can:

- strike a ball with reasonable control and accuracy at a target or over a net
- select and use appropriate basic shots in different situations
- understand simple principles and tactics and use them effectively in a game activity e.g. a long shot followed by a short one makes the return shot difficult for an opponent
- play confidently and competitively in small sided games (2v2, 3v3) and apply net/wall principles to
- other activities e.g. adapted volleyball games
- know and use the rules and keep games going without dispute

I know how to use skills focusing on striking and fielding games, therefore I can:

- strike a ball with confidence and control and direct it accurately into a simple target area
- receive the ball from one direction and throw or strike it away in another direction
- understand and identify good striking and fielding techniques
- make judgements about how best to intercept a ball travelling towards, to one side or beyond the fielder
- combine the skills to play effectively in small sided striking and fielding games and use simple attacking and defending tactics, e.g. work as a team to field the ball
- understand and demonstrate the roles of a bowler, striker, fielder, backstop / wicket keeper

I know how to develop my own games, therefore I can:

- demonstrate previously learned skills in independently constructed group games
- work cooperatively and creatively in a group of specified numbers to achieve a given object
- using a limited choice of equipment
- plan and adjust rules and strategies to make the game fairer, safer and more challenging
- describe the format and intention of the game and explain why particular rules have been made
- know how to use space in games

#### GYMNASISTICS

I know and understand how to consistently perform and combine shape, travel, flight, balance and rotation movements in gymnastics, therefore I can:

<b>Developing skills and knowledge</b>	<ul style="list-style-type: none"> <li>• demonstrate different ways of travelling along various pathways and in different directions, i.e. towards, backwards, sideways, diagonally forwards, diagonally backwards</li> <li>• travel showing a range of shapes travel demonstrating a cat leap and scissor kick</li> <li>• show different rolls including a shoulder roll and a forward roll - take weight on hands and feet</li> <li>• consistently transfer from a front support to a back support or side support</li> <li>• join together two or more contrasting actions e.g. rolling, jumping, spinning and beginning of cartwheel activities</li> <li>• demonstrate stretched and curled balances on different body parts showing an understanding of high, medium and low positions</li> <li>• identify and perform matching shapes with a partner, one behind the other, side by side or passing over a partner e.g. one is on a long thin shape on the ground and partner jumps over showing a long thin shape in the air</li> <li>• understand what symmetry and asymmetry means and identify and demonstrate symmetrical and asymmetrical balances on different body parts.</li> <li>• compose a short sequence with a partner demonstrating an understanding of levels, directions and speeds, matching and mirroring and be able to identify what adaptions were required to enhance the overall performance</li> <li>• transfer and extend all these ideas and skills onto low and high apparatus</li> </ul> <p><b>I know how to use apparatus, therefore I can:</b></p> <ul style="list-style-type: none"> <li>• follow instructions to set up small and large gymnastics apparatus</li> </ul>
<b>DANCE</b> <b>Developing skills and knowledge</b>	<p><b>I know and understand actions and dynamics in dance, therefore I can:</b></p> <ul style="list-style-type: none"> <li>• perform the basic dance actions (travelling, jumping, turning, gesture, stillness) with greater control coordination</li> <li>• demonstrate combinations of movement using whole body and body parts</li> <li>• respond to a range of stimuli and understand that the ideas initiated by the stimulus can be translated into movement</li> <li>• develop movement phrases by using actions and dynamics</li> <li>• understand how dance communicates moods, ideas and feelings</li> </ul> <p><b>I know and understand space in dance, therefore I can:</b></p> <ul style="list-style-type: none"> <li>• develop movement phrases by considering pathways and using space well</li> </ul> <p><b>I know and understand relationships in dance, therefore I can:</b></p> <ul style="list-style-type: none"> <li>• develop movement phrases with a partner or a small group working with others to explore over/under, push/pull, meet/part</li> <li>• show ways of performing movement patterns in different group formations (square, circle, line) and use simple compositional devices such as unison, canon, repetition, variation</li> </ul> <p><b>I know how to perform a dance, therefore I can:</b></p> <ul style="list-style-type: none"> <li>• perform with expression showing a sense of phrasing and rhythm</li> <li>• understand and show different styles of dance in my performance</li> </ul>
<b>ATHLETICS</b> <b>Developing skills and knowledge</b>	<p><b>I know how to develop my skills and knowledge in relation to running, therefore I can:</b></p> <ul style="list-style-type: none"> <li>• understand and show the basic principles of running as an individual, in a team, in relays and over obstacles</li> <li>• demonstrate walking / jogging / running in various directions and speeds in a controlled manner</li> <li>• focus on my arm and leg action to improve my sprinting technique</li> <li>• begin to focus on trailing leg and lead leg action when running over hurdles</li> </ul> <p><b>I know how to develop my skills and knowledge in relation to throwing, therefore I can:</b></p> <ul style="list-style-type: none"> <li>• demonstrate safety for self and others' and the basic principles of throwing</li> <li>• understand and show how changes in throwing actions can be affected by varying the amount of effort and speed</li> <li>• demonstrate various throwing actions e.g. pushing, pulling and slinging</li> <li>• continue to develop techniques to throw for increased distance.</li> </ul> <p><b>I know how to develop my skills and knowledge in relation to jumping, therefore I can:</b></p> <ul style="list-style-type: none"> <li>• understand and demonstrate safe landings and the basic principles of jumping</li> <li>• show the five basic jumps stationary and on the move in control</li> <li>• demonstrate combination jumps performed in a rhythmical way</li> <li>• know the action needed when jumping for height</li> <li>• develop an effective take-off for the standing long jump.</li> </ul> <p><b>I know and understand how to take part in competition, therefore I can:</b></p> <ul style="list-style-type: none"> <li>• compete as part of a team</li> <li>• compete against myself and others in a controlled manner.</li> </ul>
<b>OAA</b> <b>Developing skills and knowledge</b>	<p><b>I know how to problem solve, therefore I can:</b></p> <ul style="list-style-type: none"> <li>• develop an awareness of the importance of planning and reviewing an activity</li> <li>• begin to choose equipment that is appropriate for an activity</li> </ul>

	<ul style="list-style-type: none"> <li>begin to complete activities in a set period of time</li> <li>follow multi-step instructions with support when necessary</li> </ul> <p><b>I know and understand the concept of a map, therefore I can:</b></p> <ul style="list-style-type: none"> <li>use a key and symbols on a simple map, with support if necessary</li> <li>know the meaning of some common map symbols</li> <li>orientate a map, to follow a simple course with support if necessary</li> <li>understand what orienteering involves and know some of the basic orienteering symbols</li> <li>follow four compass directions and arrive at the correct destination</li> <li>show how to set a simple map of a small area and establish direction of travel</li> <li>understand and sometimes use directional language to navigate others with some success</li> </ul> <p><b>I recognise and know the importance of team work, therefore I can:</b></p> <ul style="list-style-type: none"> <li>cooperate willingly most of the time with others in problem solving activities e.g. trust activities</li> <li>identify and use effective communication to begin to work as a team, demonstrating some verbal and non-verbal methods of communication</li> </ul>
Thinking	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>recognise and describe the effects of exercise on the body</li> <li>select and apply a range of skills with good control and consistency</li> <li>perform a range of movements with good body posture</li> <li>explain a variety of simple tactics to attack or defend</li> <li>make up my own rules and versions of activities</li> <li>explain what I am doing well and have begun to identify areas for improvement and can challenge myself to improve</li> <li>describe how my performance has improved over time.</li> <li>watch, describe and evaluate the effectiveness of a performance</li> <li>follow instructions and ask for help if needed</li> <li>understand working safely</li> </ul>
Feeling	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>enjoy communicating, collaborating and competing with others</li> <li>know where I am with my learning and I have begun to challenge myself</li> <li>show and understand the concept of sportsmanship</li> <li>work both individually and within a team</li> <li>show patience and support others, listening well to them about our work</li> <li>happily show others and tell them about my ideas</li> <li>give reasons why PE is good for my health</li> </ul>

## Assessment End Points Year 3

### Knowledge and Skills

#### Games:

- I can confidently demonstrate a number of games related skills showing precision, accuracy and variety, for example - moving with a ball, catching a ball, passing and throwing a ball, hitting and striking a ball
- I can successfully apply my skills within a game situation, even when under pressure, demonstrating I can select and use the most appropriate skill
- I can apply skills to enable me to be successful in a game situation, for example hitting into space to challenge an opponent
- I can use simple attacking and defending skills in a game, for example - keeping and winning back possession of the ball in a team game, finding useful space and getting into it to support teammates
- I can apply and follow rules fairly

#### Gymnastics:

- I can create interesting body shapes while holding balances with control and confidence and whilst developing the quality of my actions
- I can take my weight on my hands holding a stable position
- I can travel in a variety of ways with coordination, control and care and use turns whilst moving
- I can confidently use a range of jumps making basic shapes in the air
- I can perform safely using the apparatus with some confidence
- I can link combinations of actions with increasing confidence, including changes of direction, speed or level and with smooth transitions
- I can choose ideas to compose a movement sequence independently and with others developing the quality of my actions in my performance

**Dance:**

- I can perform body actions with fluency, control and coordination using dynamic, rhythmic and expressive qualities
- I can respond to a range of stimuli and understand that the ideas initiated by the stimulus can be translated into movement
- I can dance with a partner or small group to communicate moods, ideas and feelings using simple compositional devices
- I can have a basic understanding of styles of dance

**Athletics:**

- I can identify and demonstrate how different techniques can affect my performance
- I can understand the importance of adjusting running pace to suit the distance being run
- I can run consistently and smoothly at different speeds
- I can throw with greater control and accuracy, showing increasing success in my overarm throw
- I can perform a push throw
- I can use one and two feet to take off and to land with
- I can perform the standing long jump with some control
- I can compete against myself and others and demonstrate some improvements to achieve my personal best

**OAA:**

- I can choose simple approaches to solve the problems I am set, realising that activities need thinking through and recognise planning is useful
- I can describe what orienteering is
- I can orientate myself with increasing confidence and accuracy around a short trail, identifying symbols used on a key
- I can communicate effectively with my team members
- I can explain what teamwork involves and demonstrate some teamwork skills to help achieve a goal
- I can take part in outdoor and adventurous activity challenges both individually and within a team