

PE Skills, Knowledge and Vocabulary Progression



Year 3

	<u>Athletics</u>	<u>Striking and fielding</u>	<u>Net/ wall</u>	<u>Invasion</u>	<u>Gymnastics</u>	<u>Dance</u>	<u>OAA</u>
<u>Skills</u>	<p>Take part in basic scoring of different events. Compete with others and record points.</p> <p>Link running and jumping activities with some fluency and consistency.</p> <p>Control movements and body actions in response to specific instructions.</p> <p>Jump for height and distance with control and balance.</p> <p>Run at different speeds according to event and instruction.</p> <p>Throw a variety of objects using different</p>	<p>To follow some basic rules of recognised games such as rounders or cricket</p> <p>Explain how fielders work together to restrict batters runs</p> <p>Apply simple tactics to choose where to hit the ball</p> <p>Strike a ball with some consistency</p> <p>Develop skills to use in isolation and in competitive play e.g. throwing, catching and bowling</p> <p>Play in simplified games</p> <p>Bowl accurately</p> <p>Show ready position to catch a ball</p> <p>Strike a stationary ball (off tee) with some consistency</p> <p>Strike a bowled ball</p>	<p>Keep count/score of a game</p> <p>Can discuss the different type of shots that may be used in a variety of situations</p> <p>Serve to begin a game</p> <p>Play a continuous game using: throwing and catching or some simple hitting</p> <p>Can play within boundaries</p> <p>Use a small range of basic racquet skills</p> <p>Move towards a ball to return over a line/net</p> <p>Play over a net</p> <p>Work with a partner to play in</p>	<p>Recognise when you need to defend</p> <p>Employ tactics to put pressure on opponents</p> <p>Being aware and able to undertake the demands of different positions to support both attack and defence</p> <p>Send and receive a ball with some consistency to keep possession</p> <p>Sometimes move into space to receive the ball</p> <p>Use recognised passes in isolation e.g. chest pass for netball or kicking with the inside of the foot for</p>	<p>Modify actions independently using different pathways, directions and shapes</p> <p>Identify similarities and differences in sequences</p> <p>Perform sequences with contrasting actions</p> <p>Show strength and flexibility to shapes and actions being performed</p> <p>Remember and repeat sequences</p> <p>Adapt basic sequences to include some apparatus</p> <p>Develop body</p>	<p>Contribute ideas to the structure of the dance</p> <p>Describe, using appropriate language, the features of dances performed by others</p> <p>Attempt to perform with a sense of dynamics</p> <p>Competently include props and other ideas in their dance</p> <p>Attempt short pieces of improvised dance responding to the structure/theme of the dance</p> <p>Share and create</p>	<p>Describe their work and the strategies they use to solve problems</p> <p>Independently identify factors needed to complete a task</p> <p>Use acquired skills to create maps and directions</p> <p>Identify and use symbols on a map to navigate</p> <p>Play competitively and fairly implementing the rules</p> <p>Perform with strength, stamina and endurance in more physical tasks</p> <p>Lead others and be led</p> <p>Can work with</p>

	<p>recognised throws. Throw more accurately and over greater distances. Run as part of a relay team. Identify how to improve own and others work and be tactful.</p>	<p>with some consistency Identify how to improve own and others work and be tactful Field as a team to return the ball to the bowler/base effectively</p>	<p>a doubles game</p>	<p>football Play using basic rules of recognised game e.g. hockey or football Shoot at a goal using appropriate skills e.g. slap shot in hockey or set shot in basketball</p> <p>Work as part of a team to attack towards a goal</p>	<p>management over a range of floor exercises Comment on others gymnastics sequences describing what they did well</p> <p>Can suggest how developing strength and flexibility helps in maintaining a healthy active lifestyle</p>	<p>short dance phrases with a partner and in small groups Perform movements with increased control Express moods and feelings throughout the dance piece Can decide with others which floor patterns/pathways to follow</p>	<p>others to solve problems</p>
<p><u>Vocabulary</u></p>	<p>Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce</p>	<p>Batting, fielding, bowling, bat, wicket, stumps, ball, crease, boundary, run, batsman, bowler, wicketkeeper, field, innings</p> <p>Batting, fielding, bowling, bat, bases, ball, run, batter, bowler, fielder, innings, no ball, batting box, backstop, rounders, half rounders</p>	<p>Hit, return, court, forehand, backhand, shuttlecock, points, score, net, tactics, underarm, over arm, racquet. Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, over arm</p>	<p>Control, use space, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, shoot, intercept, foot, inside of the foot, touch, possession. Space, pass, accurately, mark, dodge, attack, defend, footwork, possession, change of direction, tactics, teamwork, zones, intercept, sidestep, send,</p>	<p>Fluency, contrasting, unison, low, combinations, full turn, half-turn, sustained, explosive, power, control, group, similar, different.</p>	<p>Dance, twist, turn, rhythm, step, music, beat, stretch, levels, fast, slow, direction, huddle, group, mood, feeling, musicality, emotions, facial expression, improvisation, rehearse, director</p>	<p>Maps, diagrams, scale, symbols, orienteering, controls, challenges, problem-solving, lead, follow, plan, trust</p>

				tag, release, safe, passing back, feint Space, pass, accurately, mark, dodge, attack, defend, footwork, possession, change of direction, tactics, teamwork, shooting, zones, intercept			
<u>Knowledge</u>	<ul style="list-style-type: none"> • I know how to numerically record my distances and times. I know the position of my body will help me run faster/ jump higher/ throw further. • I know that warming up before an activity prepares my body for exercise and prevents damage to muscles. • I know when I have achieved a set objective. 	<p>-I am developing an understanding of tactics and I am beginning to use them in game situations.</p> <ul style="list-style-type: none"> • I understand the aim of the game. • I know the rules of the game and I am beginning to use them. <p>I know what a fielder has to do and the appropriate places to field to stop the other team scoring.</p> <p>I know working as a team is important.</p> <p>-I know what a batter has to do to score points/ runs.</p>	<p>I know the aim of the game.</p> <ul style="list-style-type: none"> • I know the rules of the game and I am beginning to use them. • I know that warming up before an activity prepares my body for exercise and prevents damage to muscles. • I know when I have achieved a set objective. 	<ul style="list-style-type: none"> • I know the rules of the game and I am beginning to use them. • I understand my role as an attacker and as a defender. • I know that warming up before an activity prepares my body for exercise and prevents damage to muscles. • I know when I have achieved a set objective. 	<p>I know a range of movements to use in response to a task.</p> <ul style="list-style-type: none"> • I know how to plan a sequence of contrasting actions. • I can choose actions that flow well into one another. • I know how to adapt sequences to suit different types of apparatus. • With help, I can recognise how performances could be improved. • I know that warming up before an activity prepares my body 	<p>I know how to create dance phrases that communicates ideas.</p> <ul style="list-style-type: none"> • I know what repetition is in a dance. • I know what dynamics mean in dance. • I can recognise expressive qualities in dance. • I know that warming up before an activity prepares my body for exercise and prevents damage to muscles. • I know when I have achieved a set objective. 	<ul style="list-style-type: none"> • I know how to follow and give instructions. • I know how to communicate ideas and listen to others. • I know the importance of teamwork. • I know strategies that I can apply to solve problems. • I know when and why I was successful at solving challenges. • I am developing map reading skills. <p>I know when I have achieved a set objective.</p>

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