

# Waterville Primary School Progression of Skills and Vocabulary in PE

## Year 3

### KS2 National Curriculum

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

### Pupils should be taught to:

- 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
- 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

### **Social Focus & RESPECT Values**

Will pupils work effectively with different partners and carefully follow instructions?  
 Can participate in team games developing simple communication skills?  
 Are pupils able to work as part of a team by collaborating with others?  
 Do pupils motivate others.  
 Can pupils demonstrate sportsmanship?

### **Physical Focus**

Can pupils describe how their body feels before, during and after different activities?  
 Can pupils explain what their body needs to keep healthy?  
 Can pupils describe ways to be active physically?  
 Can pupils improve cardiovascular fitness?  
 Can pupils improve strength, power and speed?  
 Can pupils develop balance, agility and co-ordination?

### **Personal Health**

Can pupils talk about some examples of ways to be healthy?  
 Do pupils know how to carry, lift and place equipment?  
 Can pupils explain why it is important to warm up and cool down?

### **Technical Focus**

How well can a child select a skill to adapt to the situation?  
 How well can a child use a range of skills in sequence?  
 Can a pupil adapt tactics / strategy to meet the needs of the situation?

### **Evaluation & Psychological Focus**

Can the pupil watch, describe and evaluate the effectiveness of a performance?  
 Are pupils able to talk about the differences between their work and that of others?  
 How well can the pupil perform under pressure?  
 How is the pupil's performance in a competitive environment?  
 Can pupils find a range of ways to resolve a problem?

Gymnastics	Dance	Ball Skills- Invasion Games	Throwing and Catching – Fielding Games	Athletics	Outdoor and Adventurous Activity
<p>To explore jumping techniques and link them with other gymnastic actions.</p> <p>To explore jumping techniques and to link them with other gymnastic actions.</p> <p>To select and adapt gymnastics actions to meet the task.</p> <p>To use jumps within a sequence.</p> <p>To choose ideas to compose a movement sequence independently and with others.</p> <p>To work with a partner or a small group to create a sequence that develops jumping skills.</p> <p>To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music.</p>	<p>To explore dance movements and create patterns of movement.</p> <p>To work with a partner to create dance patterns.</p> <p>To perform a dance with rhythm and expression.</p> <p>To use knowledge of dance to create a story in small groups.</p> <p>To develop precision of movement.</p> <p>To work cooperatively with a group to create a dance piece.</p> <p>To perform in front of others with confidence.</p> <p>To improvise with a partner and create a simple dance.</p> <p>To perform with some awareness of rhythm and expression.</p>	<p>To be aware of others when playing games.</p> <p>To choose the correct skills to meet a challenge.</p> <p>To perform a range of actions, maintaining control of the ball.</p> <p>To perform a range of catching and gathering Skills with control.</p> <p>To master the basic catching technique.</p> <p>To catch with increasing control and accuracy.</p> <p>To master the basic throwing technique.</p> <p>To throw and hit a ball in different ways (e.g. high, low, fast or slow).</p> <p>To apply skills and tactics in small-sided games.</p> <p>To identify and follow the rules of games. To choose and use simple tactics to suit different situations.</p> <p>To react to situations in ways that make it difficult for opponents to win.</p>	<p>To consolidate and develop a range of skills in striking and fielding.</p> <p>To develop and Investigate different ways of throwing and to know when it is appropriate to use them.</p> <p>To consolidate and develop a range of skills in striking and fielding.</p> <p>To practise the correct technique for catching a Ball and use it in a game</p> <p>To consolidate and develop a range of skills in striking and fielding.</p> <p>To practise the correct batting technique and use It in a game situation.</p> <p>To consolidate and develop a range of skills in striking and fielding</p> <p>To practise the correct technique for fielding and Use it in a game situation.</p> <p>To consolidate the throwing, catching and Batting skills already learned.</p> <p>To strike the ball for distance</p>	<p>To run in different directions and at different speeds, using a good technique.</p> <p>To improve throwing technique.</p> <p>To reinforce jumping techniques.</p> <p>To understand the relay and passing the baton.</p> <p>To choose and understand appropriate running techniques.</p> <p>To compete in a mini competition, Recording scores.</p>	<p>To navigate around a simple orienteering course.</p> <p>To orientate themselves with increasing confidence and accuracy around a short trail.</p> <p>To identify and use effective communication to begin to work as a team.</p> <p>To identify symbols used on a key.</p> <p>To begin to choose equipment that is appropriate for an activity.</p> <p>To communicate with others.</p> <p>To begin to complete activities in a set period of time</p> <p>To begin to choose equipment that is appropriate for an activity.</p> <p>To communicate with others.</p>

### Vocabulary

Analyse Balance Co-operation Empathy Jumps Landing Shapes Roll Teamwork Travel	Canon Clock Confidence Direction Formation Performance Pivot Tempo Timing Unison	Agility Balance Bounce Control Dribble Observation Safety Send Speed Travel	Accuracy Bowling Defenders Fielding Long barrier Overarm throw Retrieve Run Safe zone Soft hands Striking Stumped Surface area Target hands Underarm throw Wickets	Changeover Competition Direction Improve Landing Overarm Relay Take-off Technique Underarm	Communication Evaluate Key Navigate Orienteering Orientate Symbol Trial
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### Swimming and Water Safety in KS2

Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2.

**In particular, pupils should be taught to:**

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

To develop basic pool safety skills and confidence in water.  
 To develop travel in vertical or horizontal position and introduce floats.  
 To develop push and glides, any kick action on front and back with or without support aids.  
 To develop entry and exit, travel further, float and submerge.  
 To develop balance, link activities and travel further on whole stroke.  
 To show breath control. Introduction to deeper water. Treading water.

### Vocabulary

Backstroke  
 Breaststroke  
 Buoyancy  
 Butterfly  
 Float  
 Freestyle  
 Front crawl