



## Master Rationales for sequencing: PE/Sport

Year 3 PE planning placed in context of long term knowledge and growth

| Year 3                     | Substantive Subject Specific Content:                                                                                                                                                                                                                          | Recurring substantive themes, ideas and language (The ultimate role of the content)                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Subject rationale: What is this section DOING within the pupils' What later content is it preparing for? (The proximal role of the content)                                                                                                                                                                                                                                                                                                                       | Elementary Disciplinary training in PE/Sport Key questions pupils should be asking...                                                                                                                                                                                                                                                                                                                                                                |
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| Year 3<br>Autumn<br>term 1 | Children will develop skills in tag rugby and take part in small competitive games. When doing this, they will learn how to pass and receive, keep possession, communicate and work with teammates, replicate a tactic, follow a set of rules and play fairly. | <p><b>Children will be taught:</b></p> <p><b>To use running, jumping, throwing and catching in isolation and in combination</b></p> <ul style="list-style-type: none"> <li>• <b>Develop flexibility, strength, technique, control and balance e.g. through a small sided game</b></li> <li>• <b>(enjoy) communicating, collaborating with each other</b></li> <li>• <b>...and within a team</b></li> <li>• <b>(enjoy) competing with each other</b></li> <li>• <b>Play competitive games, modified where appropriate</b></li> </ul> | <p>Children will have achieved by end of Key Stage 2:</p> <p>Learned how to use (skills) them in different ways and to link them to make actions and sequences of movement</p> <p>Developed an understanding of how to improve in different physical activities and sports</p> <p>Learned how to evaluate and recognise their own success</p> <p>They will do this through:<br/><i>Developing competence to excel in a broad range of physical activities</i></p> | <ul style="list-style-type: none"> <li>• How do sports men and women achieve a good level of Health and Fitness?</li> <li>• Remain physically active for sustained periods of time?</li> <li>• Lead healthy, active lives?</li> <li>• Understand and apply the long-term health benefits of physical activity?</li> <li>• Get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle?</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>• Play competitive games, modified where appropriate</li> </ul> | <p><i>Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect</i></p> <p><i>A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport...</i></p> <p><i>Engage in competitive sports and activities</i></p> <p><i>Challenge -</i><br/> <i>....succeed and excel (in competitive sport) and other physically demanding activities</i></p> <p><i>Provide opportunities for pupils to become physically confident in a way, which supports their health and fitness</i></p> <p><i>Pupils are physically active for sustained periods of time</i></p> <p><i>Lead healthy, active lives</i></p> |  |
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| Year 3<br>Autumn<br>term 2 | Children will learn how to travel, balance, jump and land safely on the floor and on apparatus | <ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics</li> <li>• Perform a “conditioned phrase” of gymnastic movements using a range of movement patterns</li> </ul> | As above |  |

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| Year 3<br>Spring 1 | Children will develop skills in gymnastics, experiencing low and high apparatus and learning how to jump, land, travel and roll. | <ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics</li> <li>• Perform a “conditioned phrase” of gymnastic movements using a range of movement patterns</li> </ul>                                                                                                                                                                                         | <p>Children will have achieved by end of Key Stage 2:</p> <p>Learned how to use (skills) them in different ways and to link them to make actions and sequences of movement</p> <p>Developed an understanding of how to improve in different physical activities and sports</p> <p>Learned how to evaluate and recognise their own success</p> |  |
| Year 3<br>Spring 2 | Children will learn skills and tactics to use in games such as netball and basketball.                                           | <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination</li> <li>• Develop flexibility, strength, technique, control and balance e.g. through a small sided game</li> <li>• (enjoy) communicating, collaborating with each other</li> <li>• ...and within a team</li> <li>• (enjoy) competing with each other</li> <li>• Play competitive games, modified where appropriate</li> </ul> | As above                                                                                                                                                                                                                                                                                                                                      |  |

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|                    |                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Play competitive games, modified where appropriate</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Year 3<br>Summer 1 | Children will develop skills and tactics related to tennis, including hitting a ball accurately, returning the ball and placing the ball. They will develop these skills within a competitive setting, the children will take part in small team tennis games. | <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination</li> <li>• Develop flexibility, strength, technique, control and balance e.g. through a small sided game</li> <li>• (enjoy) communicating, collaborating with each other</li> <li>• ...and within a team</li> <li>• (enjoy) competing with each other</li> <li>• Play competitive games, modified where appropriate</li> <li>• Play competitive games, modified where appropriate</li> </ul> | <p>Children will have achieved by the end of Key Stage 2:</p> <p>Learned how to use (skills) them in different ways and to link them to make actions and sequences of movement</p> <p>Developed an understanding of how to improve in different</p> <p>Learned how to evaluate and recognise their own success</p> <p>Learned how to evaluate and recognise their own success</p> |  |
| Year 3<br>Summer 2 | Children will learn catching and fielding skills so that they can play mini games of cricket.<br>All children will take in the annual sports day                                                                                                               | <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination</li> <li>• Develop flexibility, strength, technique, control and balance e.g. through a small sided game</li> </ul>                                                                                                                                                                                                                                                                          | As above                                                                                                                                                                                                                                                                                                                                                                          |  |

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|  | <p>and some children may be asked to compete in sporting competitions against other schools, for example the AI Sports event</p> | <ul style="list-style-type: none"> <li>• (enjoy) communicating, collaborating with each other</li> <li>• ...and within a team</li> <li>• (enjoy) competing with each other</li> <li>• Play competitive games, modified where appropriate</li> <li>• Play competitive games, modified where appropriate</li> </ul> |  |  |
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