



YEAR: 3

TERM: Autumn Term 1:1

TITLE: RealPE Unit 1

| REVISION / REMIND / REVISIT - Builds on Y2 RealPE Unit 1 | COHERENCE  | CREDIBILITY   | CREATIVITY  | COMPASSION   | COMMUNITY   |
|--|--|---|---|--|---|
|  | <ul style="list-style-type: none"> <li>NC LINKS</li> <li>Develop flexibility, strength, technique, control and balance</li> <li>Use running, jumping, throwing, catching in isolation and in combination</li> <li>Compare performance to previous and demonstrate improvement to achieve personal best</li> <li>Perform sequences using a range of movement pattern</li> </ul> | <p><b>Knowledge and Skills acquired:</b></p> <ul style="list-style-type: none"> <li>Co-ordination - Floor Movement Patterns (FUNS Station 10)</li> <li>Static Balance - One Leg Standing (FUNS Station 1)</li> </ul> <p>End of Lower KS2 Expectation- Red</p> <ul style="list-style-type: none"> <li><b>Real PE Learning Behaviour- Personal:</b></li> <li>Some L3 - I have begun to challenge myself</li> <li>Many L2 - I try several times if at first I don't succeed</li> <li>All L2 - I ask for help when appropriate</li> </ul> | <ul style="list-style-type: none"> <li>Application to Gymnastics - choose ideas to compose a movement sequence independently and with others. Linking combinations of actions with increasing confidence, including changes of direction, speed or level. Use turns, jumps and rolls in their sequences.</li> </ul> <p><a href="#">Resources\Gymnastics</a></p> | <p><b>School Games Values: Teamwork</b></p> <p>Working with my team, not being selfish. Letting everyone have a go, sharing the equipment and giving everyone a chance. Showing team spirit - encouraging my team mates and saying well done</p> | <p><b>Inter competitions:</b> Cheerleading (LHSSP)</p> <p>SZapp</p> |

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| <p><b>ASSESSMENT CRITERIA</b></p> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>▪ I can link running and jumping activities with some fluency, control and consistency</li> <li>▪ I can improvise freely translating ideas from a stimulus into movement</li> <li>▪ I can repeat, remember and perform these phrases in a dance; use dynamic, rhythmic and expressive qualities clearly and with control</li> </ul> <p><b>Social/ Personal</b></p> <ul style="list-style-type: none"> <li>▪ I can describe what I and others do that is successful and can suggest what needs practising.</li> <li>▪ I can recognise and talk about the movements used.</li> <li>▪ I can challenge myself.</li> <li>▪ I can show patience and support to others.</li> </ul> <p><b>Cognitive/ Creative</b></p> <ul style="list-style-type: none"> <li>▪ I can adapt sequences to suit different types of apparatus and their partner's ability.</li> <li>▪ I understand the importance of warming up and cooling down.</li> <li>▪ I know there are different physical components for different activities.</li> </ul> <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p> | <p><b>PERSONAL BEST CHALLENGE:</b></p> <p>Select from:</p> <ul style="list-style-type: none"> <li>▪ Matching Pairs</li> <li>▪ Balloon Balance</li> </ul> |
| <p><b>KEY VOCABULARY (building on previous teaching)</b></p> <p>Tucked backward roll; star jump; straddle jump; pike jump; cat leap; straight jump half-turn; chassis steps.</p>  |  |



YEAR: 3

TERM: Autumn Term 1:2

TITLE: RealPE Unit 3

|  | COHERENCE  | CREDIBILITY  | CREATIVITY   | COMPASSION  | COMMUNITY                        |
|--|--|--|--|---|----------------------------------|
| REVISION / REMIND / REVISIT - Builds on Y2 RealPE Unit 3 | <ul style="list-style-type: none"> <li>NC LINKS</li> <li>Develop flexibility, strength, technique, control and balance</li> <li>Perform dances using a range of movement patterns</li> <li>Compare performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul> | Knowledge and Skills acquired: <ul style="list-style-type: none"> <li>Dynamic Balance (FUNS Station 5)</li> <li>Co-ordination- Ball skills (FUNS Station 4)</li> </ul> End of Lower KS2 Expectation- Red   | <ul style="list-style-type: none"> <li>Application to Dance-<br/>Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve your work. Perform with some awareness of rhythm and expression.</li> </ul> <a href="#">Resources\Dance</a> | School Games Values:<br><br><b>Self- Belief</b><br><br>You've got to believe to achieve. Have the self-belief and confidence to succeed and achieve your personal best. | Inter competitions:<br><br>SZapp |
|  |  | <ul style="list-style-type: none"> <li><b>Real PE Learning Behaviour - Cognitive</b></li> <li>Some L4- I can identify specific parts of performance to work on. I can understand ways (criteria) to judge performance. I can use my awareness of space and others to make good decisions</li> <li>Many L3- I can explain what I am doing well</li> </ul> |  |   |                                  |

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|   |  | <p>and I have begun to identify areas for improvement</p> <ul style="list-style-type: none"> <li>▪ All L2- I can begin to order instructions, movements and skills. can explain why someone is working or performing well. With help, I can recognise similarities and differences in performance.</li> </ul> |  |   |  |
| <b>ASSESSMENT CRITERIA</b><br><b>Physical</b> <ul style="list-style-type: none"> <li>▪ I can improvise freely translating ideas from a stimulus into a movement</li> <li>▪ I can repeat, remember and perform these phrases in a dance; use dynamic, rhythmic and expressive qualities clearly and with control</li> </ul> <b>Social/ Personal</b> <ul style="list-style-type: none"> <li>▪ I can describe what I and others do that is successful and can suggest what needs practising.</li> <li>▪ I can share and create dance phrases with a partner and in a small group.</li> <li>▪ I can recognise and talk about the movements used.</li> </ul> |  |   |  | <b>PERSONAL BEST CHALLENGE:</b><br>Choose between: <ul style="list-style-type: none"> <li>▪ 3 Limb Race</li> <li>▪ Getting around us</li> </ul> |  |

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|  | <ul style="list-style-type: none"> <li>▪ I can challenge myself.</li> <li>▪ I can show patience and support to others.</li> </ul> <p><b>Cognitive/ Creative</b></p> <ul style="list-style-type: none"> <li>▪ I can choose and plan sequences of contrasting actions; dance phrases that communicate an idea.</li> <li>▪ I understand the importance of warming up and cooling down.</li> <li>▪ I know there are different physical components for different activities.</li> </ul> <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p> |  |
|  | <p><b>KEY VOCABULARY</b></p> <p>Rhythm; expression; sequence; motif; stimuli; improvise.</p>  |  |



YEAR: 3

TERM: Spring Term 1:1

TITLE: RealPE Unit 2

|   | COHERENCE  | CREDIBILITY  | CREATIVITY   | COMPASSION   | COMMUNITY   |
|---|--|--|--|--|---|
| REVISION / REMIND/ REVISIT- Builds on Y2 RealPE 2 | <ul style="list-style-type: none"> <li>NC LINKS</li> <li>Develop flexibility, strength, technique, control and balance</li> <li>Use running, jumping, throwing, catching in isolation and in combination</li> <li>Compare performance to previous and demonstrate improvement to achieve personal best</li> <li>Perform sequences using a range of movement pattern</li> </ul> | <p><b>Knowledge and Skills acquired:</b></p> <ul style="list-style-type: none"> <li>Dynamic balance to agility</li> <li>(FUNS Station 6)</li> <li>Static balance- seated (FUNS Station 2)</li> </ul> <p>End of Lower KS2 Expectation- Red</p>  | <ul style="list-style-type: none"> <li><b>Application to Gymnastics-</b> Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting shapes while holding balances with control and confidence. Begin to show flexibility in movements. Using large apparatus. Vault with springboard or other raised platform: squat on vault, tuck jump off, straddle and pike jump off.</li> </ul> | <p><b>School Games Values:</b></p> <p><b>Honesty</b></p> <p>With others and with yourself, have the courage to do the right thing and what you know is right. Let the best person win, not the best cheat.</p> | <p><b>Inter competitions:</b></p> <p>Personal Best</p> <p>SZapp</p> |
|   |  | <ul style="list-style-type: none"> <li><b>Real PE Learning Behaviour- Social</b></li> <li><b>Some L4-</b> I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.</li> <li><b>Many L3-</b> I am happy to show and tell others about my ideas. I show patience and support others</li> </ul> |  |  |   |

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|  |  | <p>listening carefully to them about our work.</p> <ul style="list-style-type: none"> <li>▪ <b>All L2-</b> I can help, praise and encourage others in their learning.</li> </ul> | <a href="#">Resources\Gymnastics</a>   |  |  |
| <p><b>ASSESSMENT CRITERIA</b></p> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>▪ I can link running and jumping activities with some fluency, control and consistency</li> <li>▪ I can improvise freely translating ideas from a stimulus into movement</li> <li>▪ I can repeat, remember and perform these phrases in a dance; use dynamic, rhythmic and expressive qualities clearly and with control.</li> </ul> <p><b>Social/ Personal</b></p> <ul style="list-style-type: none"> <li>▪ I can describe what I and others do that is successful and can suggest what needs practising.</li> <li>▪ I can recognise and talk about the movements used.</li> <li>▪ I can challenge myself.</li> <li>▪ I can show patience and support to others.</li> </ul> <p><b>Cognitive/ Creative</b></p> <ul style="list-style-type: none"> <li>▪ I can adapt sequences to suit different types of apparatus and their partner's ability.</li> </ul> |  |  | <p><b>PERSONAL BEST CHALLENGE:</b></p> <p>Choose between:</p> <ul style="list-style-type: none"> <li>▪ Develop combinations</li> <li>▪ Exchange objects</li> </ul> |  |  |

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|  | <ul style="list-style-type: none"> <li>▪ I understand the importance of warming up and cooling down.</li> <li>▪ I know there are different physical components for different activities.</li> </ul> <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p> |  |
|  | <p><b>KEY VOCABULARY</b></p> <p>Tucked backward roll; star jump; straddle jump; pike jump; cat leap; straight jump half-turn; chassis steps; vault.</p>  |  |





YEAR: 3

TERM: Spring Term 2:2

TITLE: RealPE Unit 4

| REVISION / REMIND/ REVISIT- Builds on 2 RealPE 4 | COHERENCE   | CREDIBILITY   | CREATIVITY  | COMPASSION  | COMMUNITY   |
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|  | <ul style="list-style-type: none"> <li>NC LINKS</li> <li>Play competitive games and apply basic principle suitable for attacking and defending</li> </ul> | <p><b>Knowledge and Skills acquired:</b></p> <ul style="list-style-type: none"> <li>Co-ordination sending and receiving (FUNS Station 8)</li> <li>Counter balance with a partner (FUNS Station 7)</li> </ul> <p>End of Lower KS2 Expectation- Red</p> | <ul style="list-style-type: none"> <li><b>Application to Games- Bench ball</b></li> </ul> <p>Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Throw a ball in different ways (e.g. high, low, fast, slow). Pass the ball in two different ways in a game situation with some success.</p> | <p><b>School Games Values:</b></p> <p><b>Determination</b></p> <p>Never give up on trying to achieve your goals. Putting in 100% even at difficult times and being the very best they can be.</p> | <p><b>Inter competitions:</b></p> <p>Y3&amp;4 Football</p> <p>SZapp</p> |

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|   |  | <ul style="list-style-type: none"> <li>▪ <b>Many L3-</b> I can recognise similarities and differences in movements and expression.<br/>I can make up my own rules and versions of activities.<br/>I can respond differently to a variety of tasks</li> <li>▪ <b>All L2-</b> I can select and link movements together to fit a theme.<br/>I can begin to compare my movements and skills with those of others.</li> </ul> | <p>Find a useful space and get into it to support teammates.</p> <p><a href="#">Resources\Games</a></p> |   |  |
| <p><b>ASSESSMENT CRITERIA</b></p> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>▪ I can use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy.</li> <li>▪ I am aware of space and use it to support team-mates and cause problems for the opposition.</li> </ul> |  |  |   | <p><b>PERSONAL BEST CHALLENGE:</b></p> <p>Choose from either:</p> <ul style="list-style-type: none"> <li>• Juggle Challenge</li> <li>• Roller ball</li> </ul> |  |

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|  | <ul style="list-style-type: none"> <li>▪ I can run at fast, medium and slow speeds, changing speed and direction.</li> </ul> <p><b>Social/ Personal</b></p> <ul style="list-style-type: none"> <li>▪ I know and use rules fairly.</li> <li>▪ I can describe what I and others do that is successful and can suggest what needs practising.</li> <li>▪ I can recognise and talk about the movements used.</li> <li>▪ I can challenge myself.</li> <li>▪ I can show patience and support to others.</li> </ul> <p><b>Cognitive/ Creative</b></p> <ul style="list-style-type: none"> <li>▪ I understand the importance of warming up and cooling down.</li> <li>▪ I know there are different physical components for different activities.</li> <li>▪ I can choose and vary skills and tactics to suit the situation in a game.</li> </ul> <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p> |  |
|  | <b>KEY VOCABULARY</b>  |  |



YEAR: 3

TERM: Summer Term 3:1

TITLE: RealPE Unit 5

|   | COHERENCE  | CREDIBILITY  | CREATIVITY  | COMPASSION   | COMMUNITY   |
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| REVISION / REMIND/ REVISIT- Builds on Y2 RealPE 5 | <ul style="list-style-type: none"> <li>NC LINKS</li> <li>Play competitive games.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> | <p>Knowledge and Skills acquired:</p> <ul style="list-style-type: none"> <li>Static balance- Floor work (FUNS Station 3)</li> <li>Agility- Reaction/ Response (FUNS Station 12)</li> </ul> <p>End of Lower KS2 Expectation- Red</p>  | <ul style="list-style-type: none"> <li>Application to Tri-golf- Demonstrate successful hitting and striking skills. Develop a range of skills in striking. Strike the ball for distance.</li> </ul> | <p>School Games Values:</p> <p>Passion</p> <p>Giving it 100%, putting your heart and soul into the game and never giving up. Passion makes you enter the race and passion makes you finish it.</p> | <p>Inter competitions:</p> <p>Tri-golf</p> <p>SZapp</p> |
|   |  | <ul style="list-style-type: none"> <li>Real PE Learning Behaviour- <b>Physical</b></li> <li>Many L4- I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow</li> <li>Some L3- I can perform and repeat longer sequences with</li> </ul> |   |  |   |

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|  |  | <p>clear shapes and controlled movement.<br/>I can select and apply a range of skills with good control and consistency.</p> <ul style="list-style-type: none"> <li>▪ <b>All L2-</b> I can perform a sequence of movements with some changes in level, direction or speed.<br/>I can perform a range of skills with some control and consistency</li> </ul> |  |  |  |
| <p><b>ASSESSMENT CRITERIA</b></p> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>▪ I can perform actions with control.</li> </ul> <p><b>Social/ Personal</b></p> <ul style="list-style-type: none"> <li>▪ I can describe what I and others do that is successful and can suggest what needs practising.</li> <li>▪ I know and use rules fairly.</li> <li>▪ I can challenge myself.</li> <li>▪ I can show patience and support to others.</li> </ul> <p><b>Cognitive/ Creative</b></p> <ul style="list-style-type: none"> <li>▪ I understand the importance of warming up and cooling down.</li> </ul> |  |   |  | <p><b>PERSONAL BEST CHALLENGE:</b></p> <p>Choose between:</p> <ul style="list-style-type: none"> <li>▪ Quick off the mark</li> <li>▪ Front curling game</li> </ul> |  |

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|  | <ul style="list-style-type: none"> <li>▪ I know there are different physical components for different activities.</li> </ul> <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p> |  |
|  | <p><b>KEY VOCABULARY</b><br/>Striking; sending; receiving; travelling; accurate; bouncing; directions.</p>  |  |



YEAR: 3

TERM: Summer Term 3:2

TITLE: RealPE Unit 6

|   | COHERENCE  | CREDIBILITY  | CREATIVITY  | COMPASSION  | COMMUNITY  |
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| REVISION / REMIND/ REVISIT- Builds on Y2 RealPE 6 | <ul style="list-style-type: none"> <li>NC LINKS</li> <li>Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> | <p><b>Knowledge and Skills acquired:</b></p> <ul style="list-style-type: none"> <li>Agility- Ball Chasing (FUNS Station 11)</li> <li>Static Balance- Stance (FUNS Station 4)</li> <li>End of Lower KS2 Expectation- Red</li> </ul> | <ul style="list-style-type: none"> <li><b>Application to Games- Outdoor and Adventurous</b></li> </ul> <p>Orientate themselves with increasing confidence and accuracy around a short trail. Identify and use effective communication to begin to work as a team. Identify symbols used on a key. Begin to choose equipment that is appropriate for an activity. Communicate with others.</p> <p><a href="#">..\..\Enrich Education Outdoor Learning\Outdoor Learning Resource Pack (Enrich Education) 4th Ed.pdf</a></p> | <p><b>School Games Values:</b></p> <p><b>Respect</b></p> <p>For the referee, for the opposition, for your team mates, for yourself and for the game. Accepting victory and defeat with grace, treating others politely and with understanding. Respect every day, for every sport and for everyone.</p> | <p><b>Inter competitions:</b></p> <p>School Games Day</p> <p>SZapp</p> |

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|   |  | <p>I can explain how often and how long I should exercise to be healthy.</p> <p>I can record and monitor how hard I am working.</p> <ul style="list-style-type: none"><li>▪ <b>All L2-</b> I can describe the basic fitness components.</li></ul> <p>I can explain how often and how long I should exercise to be healthy.</p> <p>I can record and monitor how hard I am working.</p> | <a href="#">Resources\Outdoor and Adventurous</a> |  |  |
| <p><b>ASSESSMENT CRITERIA</b></p> <p><b>Social/ Personal</b></p> <ul style="list-style-type: none"><li>▪ I can challenge myself.</li><li>▪ I can show patience and support to others.</li></ul> <p><b>Cognitive/ Creative</b></p> <ul style="list-style-type: none"><li>▪ I know there are different physical components for different activities.</li></ul> <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p> |  |   |   | <p><b>PERSONAL BEST CHALLENGE:</b></p> <p>Choose between:</p> <ul style="list-style-type: none"><li>▪ Tunnels</li><li>▪ Balance Transfer</li></ul> |  |
| <p><b>KEY VOCABULARY</b></p> <p>Orientate, trail, symbol, key, communicate.</p>   |  |   |   |  |  |



