

PE Unit of Work Year 3 Autumn			
Sport	Prior learning (Retrieval)	Future learning	Common Misconceptions
Outdoor adventurous activities	<ul style="list-style-type: none"><li>• NA</li></ul>	<ul style="list-style-type: none"><li>• Follow a map in a (more demanding ) familiar context</li><li>• Follow a route within a time limit</li><li>• Mark on a map where they are</li></ul>	<ul style="list-style-type: none"><li>• OAA can not be taught in school</li><li>• Orienteering has to be done in pairs</li></ul>
National Curriculum Subject Content:	<ul style="list-style-type: none"><li>• take part in outdoor and adventurous activity challenges both individually and within a team</li></ul>		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"><li>• To work as part of a team to complete a range of challenges.</li><li>• Identify where compass points are related to the map</li></ul>		<ul style="list-style-type: none"><li>• Make use of space</li><li>• Points</li><li>• Send</li><li>• Keeping score</li></ul>
			Sports Knowledge
Procedural Knowledge:	<ul style="list-style-type: none"><li>• Follow a map in a familiar context</li><li>• Use clues to follow a route</li><li>• Follow a route safely</li><li>• Know the boundaries in place</li></ul>		<ul style="list-style-type: none"><li>• Recognise and describe the effects of exercise on the body.</li><li>• Know the importance of strength and flexibility for physical activity.</li><li>• Explain why it is important to warm up and cool down.</li></ul>
Assessment Outcomes	<ul style="list-style-type: none"><li>• I can describe different OAA</li><li>• I can identify specific features on a map</li><li>• I can complete an OAA course (age appropriate)</li></ul>		
Significant people/places	<ul style="list-style-type: none"><li>• Delamere forest</li></ul>		

PE Unit of Work Year 3 Autumn			
Sport	Prior learning (Retrieval)	Future learning	Common Misconceptions
Table tennis	<ul style="list-style-type: none"> <li>Use hitting skills in a game.</li> <li>Practise basic underarm and overarm techniques.</li> <li>Practise accurate sending and receiving skills.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate successful hitting skills in a game.</li> <li>Develop a range of skills for sending and receiving equipment.</li> <li>Practise the correct techniques.</li> <li>Develop accurate sending and receiving skills over distance.</li> </ul>	<ul style="list-style-type: none"> <li>Table tennis is different to ping pong</li> <li>You can't play tennis with your left hand</li> <li>You play table tennis with a racket.</li> </ul>
National Curriculum Subject Content:	<ul style="list-style-type: none"> <li>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> </ul>		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"> <li>Know how to use hitting skills in a game.</li> <li>Know how to practise accurate sending and receiving skills.</li> </ul>		<ul style="list-style-type: none"> <li>Make use of space</li> <li>Points</li> <li>Send</li> <li>Keeping score</li> </ul>
			Sports Knowledge
Procedural Knowledge:	<ul style="list-style-type: none"> <li>Demonstrate successful hitting skills in a game.</li> <li>Develop a range of skills for sending and receiving equipment.</li> <li>Practise the correct hitting technique.</li> <li>Develop accurate sending and receiving skills over distance.</li> </ul>		<ul style="list-style-type: none"> <li>Recognise and describe the effects of exercise on the body.</li> <li>Know the importance of strength and flexibility for physical activity.</li> <li>Explain why it is important to warm up and cool down.</li> </ul>
Assessment Outcomes	<ul style="list-style-type: none"> <li>I can hold the paddle with the correct grip</li> <li>I can use the backhand technique</li> <li>I can use the forehand technique</li> </ul>		
Significant people/places	<ul style="list-style-type: none"> <li>Widnes Table tennis</li> </ul>		

PE Unit of Work Year 3 Spring			
Sport	Prior learning (Retrieval)	Future learning	Common Misconceptions
Dance	<ul style="list-style-type: none"> <li>Copy and repeat actions.</li> <li>Create a sequence of actions.</li> <li>Begin to create a simple dance..</li> </ul>	<ul style="list-style-type: none"> <li>Create a short motif inspired by a stimulus.</li> <li>Move in time to music.</li> <li>Improve the timing of their actions.</li> </ul>	<ul style="list-style-type: none"> <li>Dancing is only for girls.</li> <li>There is only one type of dance.</li> </ul>
National Curriculum Subject Content:	<ul style="list-style-type: none"> <li>perform dances using a range of movement patterns</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"> <li>Know how to improvise.</li> <li>Know how to match movements to stimulus.</li> </ul>		<ul style="list-style-type: none"> <li>Space</li> <li>Repetition</li> <li>Action and reaction</li> <li>Pattern</li> </ul>
			Sports Knowledge
Procedural Knowledge:	<ul style="list-style-type: none"> <li>I can begin to improvise with a partner to create a simple dance.</li> <li>I can create motifs from different stimuli.</li> <li>I can begin to compare and adapt movements and motifs to create a larger sequence.</li> <li>I can perform with some awareness of rhythm and expression.</li> </ul>		<ul style="list-style-type: none"> <li>Describe how the body feels before and after exercise.</li> <li>Carry and place equipment safely.</li> </ul>
Assessment Outcomes	<ul style="list-style-type: none"> <li>perform dances using a range of movement patterns</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>		
Significant people/places	<ul style="list-style-type: none"> <li>Darcey Bussell</li> </ul>		

**PE Unit of Work**  
**Year 3 Spring**

<b>Sport</b>	<b>Prior learning (Retrieval)</b>	<b>Future learning</b>	<b>Common Misconceptions</b>
Gymnastics	<ul style="list-style-type: none"> <li>• Copy, explore and remember actions and movements to create their own sequence.</li> <li>• Travel in a variety of ways.</li> <li>• Hold a still shape whilst balancing on different points of the body.</li> <li>• Jump in a variety of ways and land with control and balance.</li> <li>• Climb onto and jump off the equipment safely.</li> <li>• Move with increasing control and care.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a sequence of actions that fit a theme.</li> <li>• Use an increasing range of actions in their sequences.</li> <li>• Move with clarity, fluency and expression.</li> <li>• Travel in different ways.</li> <li>• Begin to develop good technique when travelling.</li> <li>• Develop strength, technique and flexibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Gymnastics isn't a sport</li> <li>• Only girls do gymnastics</li> <li>• You can only do gymnastics if you're flexible</li> <li>• You can only do gymnastics if you're strong</li> </ul>
<b>National Curriculum Subject Content:</b>	<ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance.</li> <li>• Use running and jumping in isolation and in combination.</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>		
<b>Knowledge:</b>			<b>Key Vocabulary</b>
<b>Intended Knowledge Declarative</b>	<ul style="list-style-type: none"> <li>• Know how to balance on different points of the body.</li> <li>• Know how to jump in a variety of ways and land.</li> <li>• Know how to climb onto and jump off the equipment safely.</li> </ul>		<ul style="list-style-type: none"> <li>• stretch</li> <li>• push</li> <li>• pull</li> <li>• spring</li> <li>• crawl</li> <li>• slowly</li> </ul>
			<b>Sports Knowledge</b>
<b>Procedural Knowledge:</b>	<ul style="list-style-type: none"> <li>• Compose a movement sequence independently and with others.</li> <li>• Link combinations of actions with confidence.</li> <li>• Develop the quality of their actions, shapes and balances.</li> <li>• Use a range of jumps in their sequences.</li> <li>• Begin to show flexibility in movements</li> </ul>		<ul style="list-style-type: none"> <li>• Recognise and describe the effects of exercise on the body.</li> <li>• Know the importance of strength and flexibility for physical activity.</li> <li>• Explain why it is important to warm up and cool down.</li> </ul>
<b>Assessment Outcomes</b>	<ul style="list-style-type: none"> <li>• I can adapt sequences to suit different types of apparatus and criteria.</li> <li>• I can explain how strength can affect performance.</li> <li>• I can compare and contrast gymnastics sequences.</li> </ul>		
<b>Significant people/places</b>	<ul style="list-style-type: none"> <li>• Widnes gymnastics academy</li> </ul>		

**PE Unit of Work  
Year 3 Spring**

<b>Sport</b>	<b>Prior learning (Retrieval)</b>	<b>Future learning</b>	<b>Common Misconceptions</b>
Tennis	<ul style="list-style-type: none"> <li>• Use hitting skills in a game.</li> <li>• Practise basic underarm and overarm techniques.</li> <li>• Practise accurate sending and receiving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate successful hitting skills in a game.</li> <li>• Develop a range of skills for sending and receiving equipment.</li> <li>• Practise the correct techniques.</li> <li>• Develop accurate sending and receiving skills over distance.</li> </ul>	<ul style="list-style-type: none"> <li>• Tennis is only played on grass</li> <li>• You can't play tennis with your left hand</li> <li>• Tennis is only a 1 V 1 sport.</li> </ul>
<b>National Curriculum Subject Content:</b>	<ul style="list-style-type: none"> <li>• play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> </ul>		
<b>Knowledge:</b>			<b>Key Vocabulary</b>
<b>Intended Knowledge Declarative</b>	<ul style="list-style-type: none"> <li>• Know how to use hitting skills in a game.</li> <li>• Know how to practise accurate sending and receiving skills.</li> </ul>		<ul style="list-style-type: none"> <li>• Make use of space</li> <li>• Points</li> <li>• Send</li> <li>• Keeping score</li> </ul>
			<b>Sports Knowledge</b>
<b>Procedural Knowledge:</b>	<ul style="list-style-type: none"> <li>• Demonstrate successful hitting skills in a game.</li> <li>• Develop a range of skills for sending and receiving equipment.</li> <li>• Practise the correct hitting technique.</li> <li>• Develop accurate sending and receiving skills over distance.</li> </ul>		<ul style="list-style-type: none"> <li>• Recognise and describe the effects of exercise on the body.</li> <li>• Know the importance of strength and flexibility for physical activity.</li> <li>• Explain why it is important to warm up and cool down.</li> </ul>
<b>Assessment Outcomes</b>	<ul style="list-style-type: none"> <li>• I can hold the racquet with the correct grip</li> <li>• I can use the backhand technique</li> <li>• I can use the forehand technique</li> </ul>		
<b>Significant people/places</b>	<ul style="list-style-type: none"> <li>• Wimbledon</li> </ul>		

PE Unit of Work Year 3 Summer			
Sport	Prior learning (Retrieval)	Future learning	Common Misconceptions
Basketball/Netball	<ul style="list-style-type: none"> <li>Begin to use the terms attacking and defending</li> <li>Use simple defensive skills such as marking a player.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple attacking and defending skills.</li> <li>Apply and follow rules.</li> </ul>	<ul style="list-style-type: none"> <li>You have to be tall to be good at Basketball/Netball</li> <li>You can move with the ball in Netball</li> </ul>
National Curriculum Subject Content:	<ul style="list-style-type: none"> <li>Develop strength, technique and control.</li> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>Play competitive games where appropriate and apply basic principles for attacking and defending</li> </ul>		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"> <li>Begin to use and understand the terms attacking and defending</li> <li>Use techniques to attack or defend to play a game successfully.</li> </ul>		<ul style="list-style-type: none"> <li>Encouragement</li> <li>Attack</li> <li>Defence</li> </ul>
			Sports Knowledge
Procedural Knowledge:	<ul style="list-style-type: none"> <li>Use simple attacking and defending skills in a game.</li> <li>Use intercepting skills to stop a ball from travelling past them.</li> <li>Apply and follow rules.</li> </ul>		<ul style="list-style-type: none"> <li>Recognise and describe the effects of exercise on the body.</li> <li>Know the importance of strength and flexibility for physical activity.</li> <li>Explain why it is important to warm up and cool down.</li> </ul>
Assessment Outcomes	<ul style="list-style-type: none"> <li>I know to have an awareness of space and use it to support my team.</li> <li>I know to use space to cause problems for the opposition.</li> <li>I know and use rules fairly.</li> </ul>		
Significant people/places	<ul style="list-style-type: none"> <li>Sankey Wildcats Basketball</li> </ul>		

**PE Unit of Work  
Year 3 Summer**

Sport	Prior learning (Retrieval)	Future learning	Common Misconceptions
Cricket	<ul style="list-style-type: none"> <li>Use hitting skills in a game.</li> <li>Practise basic striking, sending and receiving.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate successful hitting and striking.</li> <li>Practise the correct batting technique.</li> <li>Strike the ball for distance.</li> </ul>	<ul style="list-style-type: none"> <li>Cricket is not a team sport</li> <li>The harder you can hit the ball the better you are</li> <li>Batting is more important than fielding</li> </ul>
<b>National Curriculum Subject Content:</b>	<ul style="list-style-type: none"> <li>Develop strength, technique and control.</li> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>Play competitive games where appropriate and apply basic principles for attacking and defending</li> </ul>		
Knowledge:			Key Vocabulary
<b>Intended Knowledge Declarative</b>	<ul style="list-style-type: none"> <li>Strike or hit a ball with increasing control.</li> <li>Learn skills for striking and fielding games.</li> <li>Position the body to strike a ball.</li> </ul>		<ul style="list-style-type: none"> <li>Striking</li> <li>Grasping</li> <li>Fielder</li> <li>Bowler</li> <li>Bowling</li> </ul>
			Sports Knowledge
<b>Procedural Knowledge:</b>	<ul style="list-style-type: none"> <li>Demonstrate successful hitting and striking skills.</li> <li>Develop a range of skills in striking and fielding where appropriate</li> <li>Practise the correct batting technique and use it in a game.</li> <li>Strike the ball for distance.</li> </ul>		<ul style="list-style-type: none"> <li>Recognise and describe the effects of exercise on the body.</li> <li>Know the importance of strength and flexibility for physical activity.</li> <li>Explain why it is important to warm up and cool down.</li> </ul>
<b>Assessment Outcomes</b>	<ul style="list-style-type: none"> <li>I can bat with control</li> <li>I can catch with control</li> <li>I can throw with control</li> </ul>		
<b>Significant people/places</b>	<ul style="list-style-type: none"> <li>Widnes cricket club</li> </ul>		

PE Unit of Work Year 3 Summer			
Sport	Prior learning (Retrieval)	Future learning	Common Misconceptions
Rounders	<ul style="list-style-type: none"> <li>Use hitting skills in a game.</li> <li>Practise basic striking, sending and receiving.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate successful hitting and striking.</li> <li>Practise the correct batting technique.</li> <li>Strike the ball for distance.</li> </ul>	<ul style="list-style-type: none"> <li>Rounders is the same as baseball</li> <li>Hitting the ball is more important than catching the ball</li> </ul>
National Curriculum Subject Content:	<ul style="list-style-type: none"> <li>Develop strength, technique and control.</li> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>Play competitive games where appropriate and apply basic principles for attacking and defending</li> </ul>		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"> <li>Strike or hit a ball with increasing control.</li> <li>Learn skills for striking and fielding games.</li> <li>Position the body to strike a ball.</li> </ul>		<ul style="list-style-type: none"> <li>Striking</li> <li>Grasping</li> <li>Felder</li> <li>Bowler</li> <li>Bowling</li> </ul>
			Sports Knowledge
Procedural Knowledge:	<ul style="list-style-type: none"> <li>Demonstrate successful hitting and striking skills.</li> <li>Develop a range of skills in striking and fielding where appropriate</li> <li>Practise the correct batting technique and use it in a game.</li> <li>Strike the ball for distance.</li> </ul>		<ul style="list-style-type: none"> <li>Recognise and describe the effects of exercise on the body.</li> <li>Know the importance of strength and flexibility for physical activity.</li> <li>Explain why it is important to warm up and cool down.</li> </ul>
Assessment Outcomes	<ul style="list-style-type: none"> <li>I can bat with control</li> <li>I can catch with control</li> <li>I can throw with control</li> </ul>		
Significant people/places	<ul style="list-style-type: none"> <li>Widnes cricket club</li> </ul>		