

PE (Indoor) Curriculum 2023/24 – Years 3 & 4

	Autumn 1	Autumn 2				
Topic	<p>Gymnastics</p> <p>Children create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop the quality and control of their actions.</p>	<p>Fitness</p> <p>Children will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.</p>				
Knowledge	<table border="0"> <tr> <td style="background-color: #e0f2f1; padding: 5px;"> <p>YEAR 3</p> <ul style="list-style-type: none"> • I can adapt sequences to suit different types of apparatus. • I can choose actions that flow well into one another. • I can complete actions with increasing balance and control. • I can provide feedback using key words. • I can use matching and contrasting actions in a partner sequence. • I use a greater number of my own ideas for movements in response to a task. • With help, I can recognise how performances could be improved. </td> <td style="background-color: #e0f2f1; padding: 5px;"> <p>YEAR 4</p> <ul style="list-style-type: none"> • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can plan and perform sequences with a partner that include a change of level and shape. • I can provide feedback using appropriate language relating to the lesson. • I can safely perform balances individually and with a partner. • I can watch, describe and suggest possible improvements to others' performances and my own. • I understand how body tension can improve the control and quality of my movements. </td> </tr> </table>	<p>YEAR 3</p> <ul style="list-style-type: none"> • I can adapt sequences to suit different types of apparatus. • I can choose actions that flow well into one another. • I can complete actions with increasing balance and control. • I can provide feedback using key words. • I can use matching and contrasting actions in a partner sequence. • I use a greater number of my own ideas for movements in response to a task. • With help, I can recognise how performances could be improved. 	<p>YEAR 4</p> <ul style="list-style-type: none"> • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can plan and perform sequences with a partner that include a change of level and shape. • I can provide feedback using appropriate language relating to the lesson. • I can safely perform balances individually and with a partner. • I can watch, describe and suggest possible improvements to others' performances and my own. • I understand how body tension can improve the control and quality of my movements. 	<table border="0"> <tr> <td style="background-color: #fff9c4; padding: 5px;"> <p>YEAR 3</p> <ul style="list-style-type: none"> • I can collect and record my scores, recognising my strengths. • I can complete exercises with control. • I can persevere when I find a challenge hard. • I can provide feedback using key words. • I can use key points to help me to improve my sprinting technique. • I can work safely with others. • I show balance when changing direction. • I understand that there are different areas of fitness. </td> <td style="background-color: #fff9c4; padding: 5px;"> <p>YEAR 4</p> <ul style="list-style-type: none"> • I can collect and record my scores and identify areas I need to improve. • I can use key points to help me to improve my sprinting technique. • I share ideas and work with others to manage activities. • I show balance when changing direction at speed. • I show control when completing activities to improve balance. • I show determination to continue working over a period of time. • I understand there are different areas of fitness and that each area challenges my body differently. </td> </tr> </table>	<p>YEAR 3</p> <ul style="list-style-type: none"> • I can collect and record my scores, recognising my strengths. • I can complete exercises with control. • I can persevere when I find a challenge hard. • I can provide feedback using key words. • I can use key points to help me to improve my sprinting technique. • I can work safely with others. • I show balance when changing direction. • I understand that there are different areas of fitness. 	<p>YEAR 4</p> <ul style="list-style-type: none"> • I can collect and record my scores and identify areas I need to improve. • I can use key points to help me to improve my sprinting technique. • I share ideas and work with others to manage activities. • I show balance when changing direction at speed. • I show control when completing activities to improve balance. • I show determination to continue working over a period of time. • I understand there are different areas of fitness and that each area challenges my body differently.
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Vocab	Bridge, inverted, perform, shoulder stand, momentum, rotation, stability, wrist grip	Record, react, static, accelerate, decelerate, dynamic				



PE (Indoor) Curriculum 2023/24 – Years 3 & 4

	Spring 1	Spring 2
Topic	<p>Dance</p> <p>Children create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.</p>	<p>Dodgeball</p> <p>Children will learn how to play a competitive game and they should enjoy communicating, collaborating and competing with each other. They should apply basic principles suitable for attacking and defending.</p>
Knowledge	<p>YEAR 3</p> <ul style="list-style-type: none"> • I am respectful of others when watching them perform. • I can provide feedback using key words. • I can repeat, remember and perform a dance phrase. • I can use counts to keep in time with a partner and group. • I can use dynamic and expressive qualities in relation to an idea. • I can work with a partner and in a small group, sharing ideas. • I create short dance phrases that communicate the idea. <p>YEAR 4</p> <ul style="list-style-type: none"> • I can choose actions and dynamics to convey a character or idea. • I can copy and remember set choreography. • I can provide feedback using appropriate language relating to the lesson. • I can respond imaginatively to a range of stimuli relating to character and narrative. • I can use changes in timing and spacing to develop a dance. • I can use counts to keep in time with others and the music. • I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. • I show respect for others when working as a group and watching others perform. 	<p>YEAR 3</p> <ul style="list-style-type: none"> • I am learning the rules of the game and I am beginning to use them to play fairly. • I can provide feedback using key words. • I can throw with some accuracy and I am beginning to catch with some consistency. • I understand the aim of the game. • I work co-operatively with my group to self-manage games. <p>YEAR 4</p> <ul style="list-style-type: none"> • I can catch with increasing consistency. • I can communicate with my teammates to apply simple tactics. • I can provide feedback using key terminology and understand what I need to do to improve. • I can return to the ready position to defend myself. • I can throw with some accuracy at a target. • I share ideas and work with others to manage our game. • I understand the rules of the game and I can use them often and honestly.
Vocab	Action and reaction, phrase, relationship, rhythm, flow, order, performance, represent, structure	accuracy, stationary, moving, underarm, overarm, dodge, duck, jump, ready position, block, end zone, dead zone, honesty, decision



PE (Indoor) Curriculum 2023/24 – Years 3 & 4

	Summer 1	Summer 2
Topic	<p>Yoga (Indoor)</p> <p>Children will learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body and improve well-being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows.</p>	<p>Athletics</p> <p>Children will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p>
Knowledge	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>YEAR 3</p> <ul style="list-style-type: none"> I can copy and link yoga poses together to create a short flow. I can describe how yoga makes me feel. I can move from one pose to another in time with my breath. I can provide feedback using key words. I can work with others to create a flow including a number of poses. I show some stability when holding my yoga poses. </div> <div style="width: 48%;"> <p>YEAR 4</p> <ul style="list-style-type: none"> I can describe how yoga makes me feel and can talk about the benefits of yoga. I can link poses together to create a yoga flow. I can provide feedback using key terminology and understand what I need to do to improve. I can transition from pose to pose in time with my breath. I can work collaboratively and effectively with others. I demonstrate yoga poses which show clear shapes. I show increasing control and balance when moving from one pose to another. </div> </div>	<div style="background-color: #ffff00; padding: 5px;"> <p>YEAR 3</p> <ul style="list-style-type: none"> I am developing jumping for distance. I can identify when I was successful. I can take part in a relay activity, remembering when to run and what to do. I can throw a variety of objects, changing my action for accuracy and distance. I can use different take off and landings when jumping. I can use key points to help me to improve my sprinting technique. I can work with a partner and in a small group, sharing ideas. I show determination to achieve my personal best. </div> <div style="background-color: #ffff00; padding: 5px; margin-top: 10px;"> <p>YEAR 4</p> <ul style="list-style-type: none"> I can demonstrate the difference in sprinting and jogging techniques. I can explain what happens in my body when I warm up. I can identify when I was successful and what I need to do to improve. I can jump for distance with balance and control. I can throw with some accuracy and power to a target area. I show determination to improve my personal best. I support and encourage others to work to their best. </div>
Vocab	Gratitude, notice, lengthen, wellbeing, stable	stamina, stride, measure, launch, officiate, pace, transfer of weight, heave, official, record



PE (Indoor) Curriculum 2024/25 – Years 3 & 4

	Autumn 1	Autumn 2				
Topic	<p>Fitness</p> <p>The children will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.</p>	<p>Gymnastics</p> <p>Children create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop the quality and control of their actions.</p>				
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Vocab	Agility, control, stamina, technique, co-ordination, progress, strength	Body tension, extend, landing position, point, contrast, flow, match, patch, take off				



PE (Indoor) Curriculum 2024/25 – Years 3 & 4

	Spring 1	Spring 2
Topic	<p>Dodgeball</p> <p>Children will learn how to play a competitive game and they should enjoy communicating, collaborating and competing with each other. They should apply basic principles suitable for attacking and defending.</p>	<p>Dance</p> <p>Children will focus on creating characters and narrative through movement and gesture, gaining inspiration from a range of stimuli, working individually, in pairs and small groups. Children will think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts, developing confidence in performing and having the opportunity to provide feedback and utilise feedback to improve their own work.</p>
Knowledge	<div style="background-color: #f8d7da; padding: 5px;"> <p>YEAR 3</p> <ul style="list-style-type: none"> I am learning the rules of the game and I am beginning to use them to play fairly. I can provide feedback using key words. I can throw with some accuracy and I am beginning to catch with some consistency. I understand the aim of the game. I work co-operatively with my group to self-manage games. </div> <div style="background-color: #f8d7da; padding: 5px; margin-top: 5px;"> <p>YEAR 4</p> <ul style="list-style-type: none"> I can catch with increasing consistency. I can communicate with my teammates to apply simple tactics. I can provide feedback using key terminology and understand what I need to do to improve. I can return to the ready position to defend myself. I can throw with some accuracy at a target. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly. </div>	<div style="background-color: #d1ecf1; padding: 5px;"> <p>•</p> <p>YEAR 3</p> <ul style="list-style-type: none"> I am respectful of others when watching them perform. I can provide feedback using key words. I can repeat, remember and perform a dance phrase. I can use counts to keep in time with a partner and group. I can use dynamic and expressive qualities in relation to an idea. I can work with a partner and in a small group, sharing ideas. I create short dance phrases that communicate the idea. </div> <div style="background-color: #d1ecf1; padding: 5px; margin-top: 5px;"> <p>YEAR 4</p> <ul style="list-style-type: none"> I can choose actions and dynamics to convey a character or idea. I can copy and remember set choreography. I can provide feedback using appropriate language relating to the lesson. I can respond imaginatively to a range of stimuli relating to character and narrative. I can use changes in timing and spacing to develop a dance. I can use counts to keep in time with others and the music. I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. I show respect for others when working as a group and watching others perform. </div>
Vocab	<p>accuracy, stationary, moving, underarm, overarm, dodge, duck, jump, ready position, block, end zone, dead zone, honesty, communicate, opposition, agility, tactic</p>	<p>Canon, extend, formation, explore, feedback, interact</p>



PE (Indoor) Curriculum 2024/25 – Years 3 & 4

	Summer 1	Summer 2		
Topic	<p>Yoga (Indoor) Children will learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body and improve well-being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows.</p>	<p>Outdoor Adventurous Activities (O.A.A.) (Outdoor) Children will develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils develop their knowledge of map reading, identifying key symbols and following routes.</p>		
Knowledge	<table border="0"> <tr> <td style="vertical-align: top;"> <p>YEAR 3</p> <ul style="list-style-type: none"> I can copy and link yoga poses together to create a short flow. I can describe how yoga makes me feel. I can move from one pose to another in time with my breath. I can provide feedback using key words. I can work with others to create a flow including a number of poses. I show some stability when holding my yoga poses. </td> <td style="vertical-align: top;"> <p>YEAR 4</p> <ul style="list-style-type: none"> I can describe how yoga makes me feel and can talk about the benefits of yoga. I can link poses together to create a yoga flow. I can provide feedback using key terminology and understand what I need to do to improve. I can transition from pose to pose in time with my breath. I can work collaboratively and effectively with others. I demonstrate yoga poses which show clear shapes. I show increasing control and balance when moving from one pose to another. </td> </tr> </table>	<p>YEAR 3</p> <ul style="list-style-type: none"> I can copy and link yoga poses together to create a short flow. I can describe how yoga makes me feel. I can move from one pose to another in time with my breath. I can provide feedback using key words. I can work with others to create a flow including a number of poses. I show some stability when holding my yoga poses. 	<p>YEAR 4</p> <ul style="list-style-type: none"> I can describe how yoga makes me feel and can talk about the benefits of yoga. I can link poses together to create a yoga flow. I can provide feedback using key terminology and understand what I need to do to improve. I can transition from pose to pose in time with my breath. I can work collaboratively and effectively with others. I demonstrate yoga poses which show clear shapes. I show increasing control and balance when moving from one pose to another. 	<ul style="list-style-type: none"> <p>YEAR 3</p> <ul style="list-style-type: none"> I am developing map reading skills. I can follow and give instructions. I can listen to and am accepting of others' ideas. I can plan and attempt to apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges and am beginning to understand why. I can work collaboratively with a partner and a small group. <p>YEAR 4</p> <ul style="list-style-type: none"> I can accurately follow and give instructions. I can confidently communicate ideas and listen to others. I can identify key symbols on a map and use a key to help navigate around a grid. I can plan and apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges. I can work collaboratively and effectively with a partner and a small group.
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Vocab	Control, mindfulness, extend, link, relax	Collaborate, discuss, interrupt, route, tactics, teamwork, compass, honest, course, symbol, trust, effectively, leader, role, navigate, key, reflect, orientate		

