

Year 3		
Subject PE-Indoor		
Autumn – Topic A	Spring – Topic B	Summer – Topic C
<p>Key Skills:</p> <p><b>Gymnastics (10 weeks)</b></p> <ul style="list-style-type: none"> <li>• To explore balances on 2 points (Lesson 1)</li> <li>• To select and link balances and travelling actions (Lesson 1)</li> <li>• To know what makes a good balance using criteria (Lesson 1)</li> <li>• To apply learning when using apparatus demonstrating the ability to travel towards and away from it (Lesson 1)</li> <li>• To travel in different ways towards and away from a partner (Lesson 2)</li> <li>• To work in pairs to select and combine balances with travelling actions towards and away from each other (Lesson 2)</li> <li>• To teach their sequences to others (Lesson 2)</li> <li>• To use criteria to assess their own and others work (Lesson 2)</li> <li>• What sequences of contrasting actions look like (Lesson 3)</li> <li>• To copy short sequences of contrasting actions from work cards on floor and apparatus (Lesson 3)</li> <li>• About other movement ideas that add interest to sequences e.g. changes in speed, shape, level, direction (Lesson 3)</li> <li>• To work with a partner to discuss sequence development ideas (Lesson 3)</li> <li>• To spin on different body parts (Lesson 4)</li> </ul>	<p>Key Skills</p> <p><b>Dance (Mean Machine) (6 weeks)</b></p> <ul style="list-style-type: none"> <li>• To respond to stimuli imaginatively and having lots of ideas</li> <li>• To be original in their ideas</li> <li>• To perform expressively</li> <li>• To compose dance phrases with understanding</li> <li>• To work well with a partner and in a small group</li> <li>• To use suitable percussion to support their dance</li> </ul>	<p>Key Skills</p>

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| <ul style="list-style-type: none"><li>• To explore ways of linking spinning and travelling actions on the floor then apparatus (Lesson 4)</li><li>• To teach their actions to a partner (Lesson 4)</li><li>• How to avoid getting dizzy (Lesson 4)</li><br/><li>• To explore tuck and pin shapes and combine a minimum of four (Lesson 5)</li><li>• To select, link and perform two tuck and two pin shapes to perform on the floor and apparatus (Lesson 5)</li><li>• To observe, copy and describe others actions (Lesson 5)</li><li>• Which muscles are working during different actions (Lesson 5)</li><br/><li>• To turn on the spot (on a vertical axis) (Lesson 6)</li><li>• To explore ways of travelling with turning on the floor and apparatus (Lesson 6)</li><li>• To use different pathways in their sequences (Lesson 6)</li><li>• What they need to do to improve their performance (Lesson 6)</li><br/><li>• To travel on different pathways whilst travelling towards and away from a partner (Lesson 7)</li><li>• To explore ways of matching a partner's shape whilst performing the same or a different action (Lesson 7)</li><li>• To work with a partner to link travelling actions on curved pathways with matching shapes (Lesson 7)</li><br/><li>• To jump for length from two feet to two feet and land safely (Lesson 8)</li><li>• How to link to other actions (Lesson 8)</li></ul> |  |  |
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<ul style="list-style-type: none"> <li>• To select and combine a jump for length with travelling on different pathways and other actions (Lesson 8)</li> <li>• To identify what they need to practise (Lesson 8)</li> <li>• To adapt actions to jump over a partner (Lesson 8)</li>   <li>• To explore and perform different actions using star shapes (Lesson 9)</li> <li>• To select and combine different actions showing three different shapes (Lesson 9)</li> <li>• To adapt their sequences to work with a partner (Lesson 9)</li> <li>• The skills they require to work with a partner (Lesson 9)</li>   <li>• To explore and perform different actions using star shapes on apparatus (Lesson 10)</li> <li>• To select and link three different actions showing three different shapes on apparatus (Lesson 10)</li> <li>• To demonstrate previous learning and link to new ideas (Lesson 10)</li> <li>• Which muscles are working to perform different actions (Lesson 10)</li> </ul>		
<p>Learning and Activities</p> <p>*Ask children to tell and show you which parts of their bodies they can balance on. Select children demonstrating different balances on 4, 3 and 2 points to show the rest of the class.</p> <p>*Recap with children what makes a good balance. Recap different ways of travelling. Ask children to demonstrate and others copy.</p>	<p>Learning and Activities</p> <p>*Use the drum: teacher to play for a count of 4. Pupils to create a movement for the 4 beats using the theme of 'crash'.</p> <p>*Pupils to choose 2 different movements and put them together whilst the drum is played for the count of 8 (each move to last for 4 beats). As a class pick 2 moves to perform together. Repeat the moves to create 16 beat phrase. Practise these 4 movements.</p>	<p>Learning and Activities</p>

<p>*Children to select and link two different ways of travelling and two different 2-point balances to form a sequence.</p> <p>*Whole class perform their sequences together holding final position</p> <p>*Work with a partner to explore ways of travelling towards each other using the same action</p> <p>*Link travelling towards a partner, a 2-point balance when they meet and travelling away from their partner.</p> <p>*Perform as a final presentation remaining still until all children have finished</p> <p>*Using sequence cards, children try to copy the actions in the order on the cards</p> <p>*Ask children to show you a way to spin.</p> <p>*Which body parts can they spin on e.g. foot, seat, tummy, back. Explore and explain which is harder and easier</p> <p>*Explore ways of travelling into spinning?</p> <p>*Link together a travel-spin-travel-spin sequence. Consider using different levels i.e. low, medium, high and different speeds.</p> <p>*Children to explore how they can use tucked shapes in other actions. Repeat exploring pin shapes – what do pin shapes look like?</p>	<p>*Use the tambourine: teacher to play for a count of 4. Pupils to create a movement for the 4 beats using the theme of 'shake'.</p> <p>*Perform the 4 push actions and choose 2 of the shake and 2 of the crash actions to put together as a class.</p> <p>*Add in the 2 shake and 2 crash actions. Groups to perform their push action and then all perform the shake and the crash actions together.</p> <p>*Can the groups change the order of the moves to create their own dance phrase?</p> <p>*Take 4 different movements (from any two of the action words used last lesson) and perform to music.</p> <p>*Take the words 'push and pull'. In pairs can they create a 4 count move that demonstrates these actions? Staying on the spot, pupils to practise their 4 count action, repeat a few times to the music.</p> <p>*Take the words 'turn and screw' – use the maracas or metal beads to create a beat – make it sound like a turn and screw rhythm. Pupils to create a 4 count move that demonstrates these actions.</p> <p>*Do the same with 'blow and suck' (using a guiro to create the 4 beats) and 'shake and rattle' (using a tambourine).</p> <p>*In pairs, pupils to choose 1 of the action pairs (push and pull, turn and screw, blow and suck or shake and rattle).</p> <p>*As a class perform the 2 pull individual actions (4 beats x 2 for each action) then each pair to perform their practised phrase to create a machine dance.</p>	
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<p>*Children to select and link two tucked and two pin shapes to make a sequence. Which actions link together smoothly?</p> <p>*Try turning on the spot using very small steps. Complete a full circle. Repeat hopping, running, bouncing</p> <p>*Can you travel and turn at the same time? Try skipping, side stepping, bunny jumping</p> <p>*What pathways can you travel on? Try walking on a straight pathway – can you add a turn as you travel? Can you travel on a curved pathway and add a turn? Can you vary the way you travel?</p> <p>*Perform on a straight or curved pathway</p> <p>*Perform as a final presentation – focus on quality and control</p> <p>*Working in pairs, explore ways of travelling towards each other and away from each other on curved pathways. How will you travel?</p> <p>*Select travelling actions with spinning, turning, tuck or pin shapes, balancing to form a sequence with a partner</p> <p>*Place a mat in the space. Children practise jumping along their mat or onto the mat from far away.</p> <p>*Try jumping with and without arms.</p> <p>*Explore actions that can follow a jump e.g. a roll, step into a balance, travel on hands and feet – bunny hop</p>	<p>*Evaluate how well they performed their moves. Make suggestions for future performances.</p> <p>*Create 2 moves for each paired action. Decide how to perform the 2 movements. Each movement should last for 4 beats. Their phrase should last for 4 x 4 beats.</p> <p>*Perform their phrase to music: repeat it 4 times. Record the phrase for next lesson</p> <p>*Give pupils time to work in their pairs, developing their movement phrase to include travelling in different directions</p> <p>*Pupils are working towards a final dance:          -Move to a different place (4 beat move)          -How could they improve their dance?</p> <p>*Could they find different ways of including travelling in their dance?</p>	
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\*Select and combine actions to form a sequence that includes; a travel on a curved pathway, a jump for length into an action, a second jump into a different action

\*Practise, refine and perform as a final presentation

\*Explore actions using star shapes e.g. cartwheels, jumps, spins on tummy or feet, balances,

\*Repeat a star shape balance three times each time on a different body part e.g. on tummy, feet and side. Do you have to modify the star shape?

\*Use their selected star shaped balance and link it with other actions that show tuck and pin shapes e.g. star shaped balance on two feet, bump hops on a curved pathway, pin shaped sideways roll

\*With a partner, practise sequences alongside each other.

\*Children explore the apparatus and find where they can perform star shapes. Can you perform star shapes touching the apparatus and floor at the same time?

\*Do some pieces of apparatus lend themselves to some actions/ shapes and not others?

\*Practise, refine and perform a sequence that links three different actions showing three different shapes. Think about a start and finish position e.g. start and finish on the floor or half the group start and finish on apparatus

\*Perform a final presentation. Children to each others performances and comment on e.g. body tension, shapes, linking

Extension and Enrichment Opportunities		