

OUR MISSIONS: Love of learning – Grow Spiritually – Foster Respect – Serve our Community – Opportunity to Flourish – Prepare and Equip		
Year 3 Subject PE- Outdoor Games		
Autumn – Topic A	Spring – Topic B	Summer – Topic C
<p>Key Skills:</p> <p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm-up and cool-down.</p> <p>Invasion games (6 weeks)</p> <ul style="list-style-type: none"> To understand the importance of keeping possession in an invasion game. (Lesson 1) To understand the basic principles of attacking and defending. (Lesson 1) To play simple invasion games (Lesson 1) To demonstrate control whilst moving with the ball. (Lesson 2) To change direction and speed whilst moving with the ball. (Lesson 2) To look up whilst travelling with the ball (Lesson 2) To send the ball with control and accuracy.(Lesson 3) To send the ball over a range of distances. (Lesson 3) To when to use the right pass (Lesson 3) To understand the basic principles of defending in invasion games (Lesson 4) To understand the job of the defender and the defending team. (Lesson 4) To know how to mark an opponent.(Lesson 4) To understand the basic principles of attacking in invasion games.(Lesson 4) 	<p>Key Skills</p> <p>Recognise and describe the effects of exercise on the body</p> <p>Know the importance of strength and flexibility for physical activity</p> <p>Explain why it is important to warm up and down</p> <p>OAA (6 weeks)</p> <ul style="list-style-type: none"> To work effectively with others to complete a task. (Lesson 1) To communicate effectively (Lesson 1) To listen to and cooperate with others. (Lesson 1) To use clear and concise verbal communication. (Lesson 1) To use non-verbal methods of communication. (Lesson 1) To successfully complete the task as part of a team (Lesson 1) To follow multi-step instructions (Lesson 2) To listen carefully to the instructions.(Lesson 2) To process what I need to do. (Lesson 2) To carry out each instruction step by step (Lesson 2) To solve a range of problems when working with others. (Lesson 3) To identify the problem and understand what I need to do. (Lesson 3) 	<p>Key Skills</p> <p>Athletics (6 weeks)</p> <ul style="list-style-type: none"> To perform basic running, jumping and throwing skills. (Lesson 1) To use running, jumping and throwing in a game.(Lesson 1) To select a suitable running pace for the required distance (Lesson 1) To sprint effectively (Lesson 2) To know the importance of having a good arm and leg action for sprinting. (Lesson 2) To know the importance of having an efficient running technique for sprinting. (Lesson 2) To identify, practise and give feedback on the best running technique for sprinting (Lesson 2) To run with fluency over hurdles (Lesson 3) To understand the terms lead leg and trail leg. (Lesson 3) To focus on my stride pattern and length. (Lesson 3) To run with coordination and rhythm over the obstacles.(Lesson 3) To jump for distance (Lesson 4) To identify and use the correct technique for the standing long jump.)Lesson 4) To jump as far as possible using a learnt technique. (Lesson 4) To compare my jumping abilities to other animals (Lesson 4)

<ul style="list-style-type: none"> • To understand the job of the attacker and the attacking team.(Lesson 5) • To know how to get free from a defender.(Lesson 5) • To aim for a target. (Lesson 5) • To work as part of a team (Lesson 5) • To apply the basic principles of attacking and defending to simple invasion games. (Lesson 6) • To work as part of a team. (Lesson 6) • To evaluate my performance.(Lesson 6) 	<ul style="list-style-type: none"> • To come up with a plan to solve the problem (a solution). (Lesson 3) • To work collaboratively to solve the problem (Lesson 3) • To follow a set of directions correctly. (Lesson 4) • To give clear and precise directions for someone else to follow (Lesson 4) • To understand and use directional language. (Lesson 4) • To follow directions given to me. (Lesson 4) • To give directions using appropriate language. (Lesson 4) • To work collaboratively. (Lesson 4) • To follow simple maps (Lesson 5) • To understand the concept of a map and can use one to position objects correctly. (Lesson 5) • To orientate a map as I move and change position. (Lesson 5) • To work collaboratively (Lesson 5) • To know what orienteering is. (Lesson 6) • To know and understand a range of map symbols(Lesson 6) • To understand what orienteering involves. (Lesson 6) • To know the meaning of some common map symbols.(Lesson 6) • To work collaboratively to match some basic orienteering symbols with their meaning (Lesson 6) 	<ul style="list-style-type: none"> • To develop and refine different throwing techniques. (Lesson 5) • To throw underarm with control and accuracy. (Lesson 5) • To throw overarm for distance and with control (Lesson 5) • To identify, use and describe how to perform a two-handed push throw. (Lesson 6) • To identify, use and describe how to perform a one-handed push throw.(Lesson 6) • To develop my ability to throw for distance and accuracy (Lesson 6) <p>Striking and Fielding (6 weeks)</p> <ul style="list-style-type: none"> • To catch a ball with accuracy (Lesson 1) • To create a 'cup' shape with my hands. (Lesson 1) • To catch with my body behind the ball. (Lesson 1) • To keep my eyes on the ball at all times(Lesson 1) • To use an overarm throw to hit a target with accuracy (Lesson 2) • To stand sideways, looking at the target, with my throwing arm behind my head. (Lesson 2) • To swing my throwing arm forward and release the ball with my chest facing forward.(Lesson 2) • To swing my throwing arm over my body, behind my opposite hip.(Lesson 2)
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<p>Learning and Activities</p> <h3>Invasion Games</h3> <p>* Emphasise the role of the attacker: change direction quickly (dodging and weaving); look for spaces and openings; try to outwit the defender. Emphasise the role of the defender: stay light on your feet, ready to change direction quickly; try to anticipate and react quickly to the attacker's moves</p> <p>* Play the game, 'Piggies in the Middle' in groups of 4 (2v2). Working with a partner, try to keep possession by passing/throwing the ball to one another, whilst the pair try to gain possession by intercepting the ball. As soon as the attackers lose possession of the ball, they become defenders and try to win back the possession</p> <p>* Set up the dribbling activities according to the Area Plan</p> <p>* Moving and Dodging - Rugby. Carry out the 'Dodgems' activity</p> <p>* The aim of the game is to collect the most number of balls from the centre. Children will be working in teams of 4-5. One at a time a player from each team runs to the centre to collect a ball and brings it back to their team's hoop. They can either dribble a football or run with a rugby ball under their arm. They must keep going until all the balls have been taken from the middle Practise the chest pass in pairs.</p> <p>* Practise the bounce pass in pairs</p>	<p>Learning and Activities</p> <h3>OAA (6 weeks)</h3> <p>* Gymnastic mats: Ask how the warm-up activity, Dragons, involved working together as a team? Explain that the children needed to listen to, communicate and cooperate with each other to prevent the dragon from coming apart and to be successful. In groups, balance a gymnastics mat on your backs while moving on your hands and knees along the ground.</p> <ul style="list-style-type: none"> • Have races with other tortoises <p>* Suggested activity, Silent Hide and Seek, which is explained in detail on the Skills Poster. The 'hider' has 20 seconds to hide a beanbag, while the 'seeker' has their back turned. The hider must give directions using only non-verbal methods of communication (pointing, nodding, number of paces using fingers, etc) for the seeker to find the beanbag</p> <p>* In groups of six to ten, stand in a circle facing inwards.</p> <ul style="list-style-type: none"> • Put the right hand into the middle of the circle and hold any other person's hand. • Put the left hand into the middle of the circle and hold a different person's hand. • The aim is to untangle themselves without ever breaking the circle made by holding hands <p>* Beanbags: Explain that the next set of instructions will have two steps to them. A different nominated group member must read out the instructions for the rest of their group to follow from the Two-Step Instructions resource sheet. Specify that the children can only start carrying out the instructions once both steps have been read out</p> <p>* Three-Step Instructions: Beanbags</p> <p>* Four-Step Instructions: Beanbags</p>	<p>Learning and Activities</p> <h3>Athletics</h3> <p>* Explain the running activity using the Lesson Presentation and/or Cone Card Run. Hand out a number card from the Cone Card Run to each child. Scatter the cones approximately 2-3 metres apart and place the remaining number cards underneath each one. Try to leave the higher numbered cards for under the cones. Children play the game, running between the cones to find the highest number card possible</p> <p>* Children run at a sustained pace for two minutes, without stopping. Explain that if they are getting out of breath then they can reduce their speed but try not to stop.</p> <p>* Carry out the suggested jumping activities.</p> <p>* Children try the five different types of jumps and mark each one with a sequencing spot or cone.</p> <p>* Practise the underarm throwing technique and carry out the suggested throwing activities</p> <p>* Sprint Experiment: Try sprinting over a short distance in the following ways:</p> <ol style="list-style-type: none"> 1. with your arms down by your sides and keeping them straight; 2. whilst constantly looking from left to right; 3. whilst trying to make the noisiest steps possible <p>* After sprinting in these different ways, discuss and share feedback for the following questions: How did it feel to run in these different ways? Do you think any of these ways of running are efficient ways of sprinting?</p>
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<p>*Practise the overhead pass in pairs</p> <p>*Organise the children into groups of 6-8. At various points, specify a certain type of pass for the children to use, e.g. chest pass, overhead pass or bounce pass</p> <p>*Marking to give tips on marking. Explain the game, Outwitted, which focuses on attacker vs defender using marking and dodging skills</p> <p>*Children play the game, with one team (the attackers) starting in possession, trying to make as many passes as possible between themselves. The other team (defenders) must try to intercept and gain possession of the ball. The winners are those who make the highest number of consecutive passes. Outline the following rules: Players can pass in any direction. No moving with the ball. All players must remain in their own square. If the defenders catch the ball or knock it out of play, they take possession</p> <p>*Dodging and Swerving: What is the technique for dodging? Use the Lesson Presentation and refer to the Skills Poster: Dodging and Swerving to give additional tips on dodging, as this is a skill that has already been covered in earlier lessons within the unit. Practise skills of changing direction quickly and dodging</p> <p>*Shooting: Refer to the Lesson Presentation/Skills Poster: Aiming for a Target to introduce the new skill for this lesson. Practise aiming at a target Follow the Area Plan to set up the game and explain how to play the game using the Lesson Presentation/ Area Plan. Recap on how to mark a</p>	<p>*Hoop Walking’. Work through the first two steps on the poster emphasizing that there might be a clue in the name of the activity! Ask groups to share their possible solutions to the problem and help them to arrive at the best plan of action, which is to move the hoops using their legs with the hoops at knee level while walking</p> <p>*Explain the next problem-solving activity referring to the Paper Holding Activity Sheet</p> <p>*Working in groups of four, the aim is to find the numbers hidden underneath the cones in order from one to four.</p> <ul style="list-style-type: none"> • One team member at a time must run to their set of cones, pick one up to reveal a number and run back to tag the next team member. • Once number one has been found, number two must be found and so on. • However, only one cone can be lifted per child each time. • Groups must decide on a strategy to communicate the numbers they have revealed under the cones to make sure they are not turned over until they are needed to be. <p>*Children carry out the suggested activity to familiarise themselves with the terminology used for giving and following directions, which is explained in detail on the skills poster</p> <p>*Skill – Giving Directions: Blindfolds, cones: Explain that they will now attempt to give clear and easy to follow directions to a partner. Share the Skills Poster: Following Directions</p> <p>*Navigate the Swamp: Blindfolds, cones, beanbags, stopwatches: Refer to the Area Plan: Navigate the Swamp to set up the space and for detailed instructions on how to carry out the activity</p>	<p>* Working in pairs, one will be the runner and the other will be the teacher. The runner uses an efficient sprinting technique to cover a 50m distance</p> <p>Children can be put in mixed-ability groups to race or, if you prefer, be grouped according to their running ability</p> <p>*Set up as many low level hurdles as possible, approximately three adult strides apart so that the children get to experience how it would feel to hurdle in a race and in preparation for practising their stride pattern later in the lesson</p> <p>*Share the information on the Skills Poster: Hurdling Technique. Set the children off one at a time, leaving a small gap in between each other. Encourage them to chant 1,2,3, over to try and maintain an even stride pattern and length</p> <p>*Children take it in turns to watch their partner running over the hurdles at speed, referring to the lesson aims and success criteria</p> <p>*In pairs, children will have a race. One of them will run over hurdles, while the other will start five metres back from the starting line and run on the flat. Ask: Who do you think will cross the line first?</p> <p>*Children can be put in mixed-ability groups to race or grouped according to their hurdling/running ability with the distance they run over being adjusted. Emphasise that this is an opportunity to put into practise everything</p>
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<p>player from last week using Skills Poster: Marking from Lesson Pack 4 – Defend, Defend, Defend and use the Lesson Presentation to re-cap on the netball passes learnt in a previous lesson</p> <p>*Children play ‘Octopus Tag’ following the instructions on the Lesson Presentation</p>	<p>* Mapping Challenge: Hoops, beanbags, cones, quoits: Refer to the Area Plan: Mapping the Shapes Picture Challenge to set up the space. In pairs, children will now use map-reading skills to follow the information on the Mapping the Shapes Picture Challenge Cards. For this activity, children use the practice picture map to recreate the picture using the equipment provided.</p> <p>* Share the Skills Poster: Map Orientation and complete the skills practice activity together</p> <p>*Spell It Out: cones, whiteboards, markers: : Explain that the children are now going to practise the skill of orientating a map by repeating the activity they have just seen but in groups of three. Ideally, you will have two identical grids set up, with half the class working on each one so that they don’t get too crowded.</p> <p>*Skill – Understanding Map Symbols</p> <p>*Share the Skills Poster: Understanding Map Symbols and complete the Map Symbols Quiz, which is explained in detail on the poster</p> <p>* On the signal, pairs must locate the 12 differently numbered Orienteering Map Symbols which have been displayed at various locations around the outdoor space</p>	<p>they have learnt today and not to worry about their position in the race, but to do their best!</p> <p>* Work in pairs, taking it in turns to be the athlete and the coach. Set up the activity referring to the How Far Can You Jump? Information Sheet resource. When in the role of the coach, refer to the ‘Standing Long Jump Checklist’ from the resource to give feedback to the athlete</p> <p>* Pick a Jumping Animal Card and read out the information on it.</p> <ul style="list-style-type: none"> • Measure out the distance that the animal can jump and mark it with a cone. • Can you jump as far or further than the animal? • If not, how many jumps between you does it take to get the same distance as the animal? • Take it in turns to jump. Where the first person lands will be where the next person takes off. Repeat until you make it to or beyond the cone <p>*In April 2017, a 6-year-old boy jumped 1.85m in the standing long jump! We are now going to have a standing long jump competition to the see who can jump the furthest and set a class record.’ All children try to jump the furthest distance possible. What is the class record?</p> <p>*Carry out the suggested throwing activities</p> <p>*Children take one step back each time a successful throw and catch is made using a beanbag. Challenge children to see how far they can go. • Children begin by standing two metres apart and throw the beanbag using the</p>
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		<p>underarm technique, aiming for their partner's chest. • After every successful throw and catch is made, both take a step back and repeat</p> <p>*Children use the overarm technique to throw a beanbag as far as possible. They watch their partner while throwing to check they are using the correct technique, referring to the Overarm Throw Checklist</p> <p>*Take part in a class throwing competition to see who can throw the furthest and set a class record</p> <p>*Explain that in this lesson, children will be learning and developing the technique for the one-handed and the two-handed push throw. Explain that they will be throwing for distance and accuracy</p> <p>*Carry out the suggested throwing activity from the poster</p> <p>*Launch your spaceship (shot put) on a dangerous mission into space. The ultimate aim is to land your spaceship on a distant planet, but lying between the launch pad and this planet is a deadly asteroid belt. In teams of four, take it in turns to push throw the shot put, trying to score as many points for your team as possible.</p> <p>Striking and fielding (6 weeks)</p> <p>*Demonstrate how to catch a ball: the children make a cup, let the ball drop into it, and bring the cup into their body. They should always have their body behind the ball.</p>
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		<p>*The aim of the game is to pass a ball from player to player, scoring points by throwing the ball at a cone/stump. Children play the game in groups of 6-8, if possible</p> <p>*Discuss how to be ready to catch the ball: feet shoulder-width apart, hands open and held out in front of the body, eyes watching the ball at all times</p> <p>*Caterpillar Catching: Share the aim and rules of this activity, referring to the Lesson Presentation. Children complete the activity in groups of 4 to 6. The first group over the line wins!</p> <p>* Demonstrate how to throw a ball, using the overarm technique. Children stand sideways to the target with their throwing arm behind their head; they swing their throwing arm forward and release the ball with their chest facing forward; then they swing their throwing arm over their body, behind the opposite hip</p> <p>* Knock out Stump : Children complete the activity in groups of six. The first group to hit all the stumps wins!</p> <p>*Children complete the activity in teams of 6 to 8. The team with most beanbags in their 'goal hoop' at the end wins. Variations: All the players must touch the beanbag or they all play in silence</p> <p>*Children talk to a partner from another group to discuss what went well and what could have been improved in 'Beanbag Rush'.</p>
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		<p>* The aim of the game is to hit the bowled ball back to the bowler for them to catch</p> <p>*Strike and Run: Share the aim and rules of this activity, referring to the Lesson Presentation and set up as described in Area Plan 2. Children complete the activity in groups of 6 to 8. The aim of this activity is to score more runs than the opposition</p> <p>*Children work in pairs. Standing at least 6 metres apart, one child rolls a tennis ball to the other, who stops it using one of the techniques, before throwing it back to their partner</p> <p>*Split the children into batting and fielding teams; it may be best to play in teams with a maximum of 8 children to ensure maximum participation from all members. Teams will then need to swap over. The aim of the game is to score as many runs as possible.</p> <p>* Children pair up with a child from the other team. They discuss how successful each team was with their fielding</p> <p>* Explain that the children are going to play a traditional Aboriginal game from Australia that uses many of the striking and fielding techniques they have been practising</p> <p>* Explain that they will now be playing a game that requires terrific teamwork. Share the aim and rules of 'Engage All', referring to the Lesson Presentation and set up as described in Area Plan 2. Children work in teams of 5 to 6. Variations: Fielders use novelty passes to pass the ball from player to player (e.g. under the leg or alternate over head, through legs).</p>
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Extension and Enrichment Opportunities		