



# SCHEME OF WORK

Year 3

## Unit Overview:

Children will practise and develop their running techniques, focusing on speed, control and correct form (FAST technique). They will learn how to throw the javelin/vortex using the correct technique and stance. They will recap the standing long jump and progress to performing a standing triple jump (hop, step and jump). They will learn the shot put technique using a tennis/small ball and experiment with a variety of ways to take off and land safely over different obstacles. Throughout the unit, children will compete and aim to achieve Personal Bests in their sprints, jumps and throws. Children will focus on balance, coordination and control in all activities, while also developing teamwork skills and learning to evaluate and improve their performance.

## Learning Intentions:

Lesson 1	How can you run "FAST"?
Lesson 2	How can you throw a soft javelin/vortex?
Lesson 3	How can you perform a hop, step and jump (standing triple jump)?
Lesson 4	How can you take off and land over obstacles/hurdles?
Lesson 5	How can you throw a shot put?
Lesson 6	How can you cooperate in a team?

## Unit End Points:



### Physical Me

Can pump/swing my arms fast (hip to lip) when running, keep my head still and keep my body/ trunk upright.

Can stand in the correct stance while holding the javelin/vortex

Can link a hop, step and jump together

Can run over an obstacle/hurdle at some speed

Can remember and stand in the correct stance for shot put.



### Thinking Me

Can give positive feedback to improve performance.

Can recall key knowledge within the unit.



### Social Me

Can communicate with my group most of the time and listen carefully to others when performing.

Can begin to take part in mini coaching opportunities.



### Value Me

Can demonstrate Key Values.



### Healthy Me

Can explain why I need to warm up before I exercise. Know the 3 P's

Can talk about healthy choices and well being.

## End of Year Attainment Targets:

Can begin to use running, jumping, throwing and catching in isolation and in combination.

Has begun to develop flexibility, control and balance.

Is beginning to communicate with others during physical activities.

Can begin to recognise their own success

Children understand the purpose of warming up before taking part in physical activities and how exercise helps them feel good and keeps their body healthy.



## Physical Me

- AGILITY
- BALANCE
- COORDINATION
- THROWING
- JUMPING
- RUNNING
- POWER
- SPEED
- FLEXIBILITY

## Social Me



- CO-OPERATE WITH OTHERS
- MINI COACH
- TEAM WORK
- INCLUSION OF ALL TEAM MEMBERS, EVERYONE TO GET A TURN
- PEER ASSESSMENT
- FAIRNESS- COMPETITION

## Thinking Me



- RECALLING INFORMATION
- TO EVALUATE AND IMPROVE MY PERFORMANCE
- FEEDBACK TO A PARTNER / GROUP
- SELECT AND APPLY SKILLS

## Healthy Me



- WARMING UP
- KNOW THAT EXERCISE KEEPS YOUR HEART HEALTHY
- COOL DOWN
- STAY HYDRATED
- UNDERSTAND WHICH EXERCISES / MOVEMENTS INCREASE THE HEART RATE / PULSE RATE

## Value Me



Throughout the PE lesson, teachers should highlight and reward any key values shown in individual, paired, or group activities. Use short reflections or "Value Me" shout-outs to celebrate pupils who show effort, cooperation, and self-improvement, connecting their physical progress with personal growth.



## Health & Safety:

- Children to stay hydrated
- Warm up and down before and after the lesson
  - Children to wear appropriate footwear