

PE – Year 3 – Summer 1 – Basketball - MTP

National Curriculum	Week	NC - Coverage	Skills Taught (Teacher)	Substantive Knowledge	Activity Outline
<p>Key Stage 2</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination 	<p>1</p> <p>Dribbling – Moving with the Ball</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>	<p>I know why dribbling is important in basketball.</p> <p>I know why dribbling can create space and time for my team.</p> <p>I know how to dribble into space by looking up.</p> <p>I know how to change direction whilst dribbling.</p> <p>I know how to shield the ball whilst dribbling.</p>	<p>I know that I must use my hands to dribble.</p> <p>I know that I can use both hands to dribble.</p> <p>I know that dribbling will help me create opportunity to score and keep possession of the ball.</p>	<p>Recap dribbling with a ball – how can we dribble effectively and keeping the ball under control?</p> <p>Children are to dribble the ball around cones and obstacles – can they do this without losing control of the ball? Children are to reflect and improve on their dribbling skills.</p>
	<p>2</p> <p>Throwing and Receiving the Ball</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways</p> <p>They should develop an understanding of how to improve in</p>	<p>I know why passing is important in basketball</p> <p>I know why receiving the ball under control is important.</p> <p>I know why it is important to pass with accuracy and control to my teammate.</p>	<p>I know that I must communicate whilst passing and receiving.</p> <p>I know that I must use my hands to pass to my teammate.</p> <p>I know to receive the ball I catch the ball with either one or two hands.</p>	<p>Practising using good throwing and catching techniques using both underarm and overarm – with both one hand and two hands. Throwing to a partner using techniques whilst moving.</p> <p>Introducing the cupped hand technique and the W technique.</p>

<ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		<p>different physical activities and sports and learn how to evaluate and recognise their own success.</p>	<p>I know how to use my hands to pass a football.</p> <p>I know how to control a basketball whilst receiving.</p>	<p>I know that I must use accuracy whilst passing to a teammate.</p>	<p>To reflect on their own throwing and catching to improve their skills.</p>
	<p>3</p> <p>Throwing the Ball into a Hoop/Target</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>I know why it is important to throw/shoot with accuracy.</p> <p>I know why it is important to be close to the hoop/target to improve my chance of scoring.</p> <p>I know how to shoot the ball towards the hoop/target.</p> <p>I know how to position my body whilst shooting.</p>	<p>I know that to score in basketball you must get the ball into the hoop/target.</p> <p>I know that you can score different amounts of points in basketball.</p>	<p>Recap skills taught in previous lesson on the correct way to throw the ball.</p> <p>Children are to practise throwing the ball into a variety of targets e.g. a basketball hoop, a hula-hoop, a net, a box – vary the heights of the targets. How many times can they 'score' in five minutes? Can they beat their own score? Can they beat their partner's score?</p>
<p>Swimming and Water Safety:</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p>	<p>4</p> <p>Pivoting</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways</p>	<p>I know how to pivot on only one foot.</p> <p>I know how pivoting helps me keep the ball.</p> <p>I know how pivoting helps me find a better pass.</p> <p>I know how pivoting helps me create space.</p>	<p>I know that I can pivot on one foot whilst holding the basketball.</p> <p>I know that pivoting helps me keep possession of the ball.</p>	<p>Teach skills needed for pivoting – e.g. keeping one foot stuck to the ground and using the other foot to rotate – this can be used when passing to someone else on your team.</p> <p>Organise the class into smaller groups – children are to dribble the ball to a certain point, pivot and pass to another person who then repeats. Which team can pass to all members</p>

<ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations. 			<p>I know why pivoting helps me keep the ball.</p> <p>I know why pivoting helps me create space.</p>		(incorporating all sections) the quickest?
	<p>5</p> <p>Possession of a Ball</p>	<p>Use running, jumping, throwing and catching in isolation and in combination Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways</p> <p>Apply basic principles suitable for attacking and defending – developing skills needed</p>	<p>I know how to keep possession by passing, pivoting, creating space and moving.</p> <p>I know how to work as a team to keep possession.</p> <p>I know why it is important to keep possession.</p> <p>I know why it is important to not give possession away to the other team.</p>	<p>I know that possession of the ball is really important.</p> <p>I know that possession of the ball means more scoring chances.</p> <p>I know that having possession means the other team cannot score.</p>	<p>Recap skills needed in order to keep possession of your ball – e.g. always moving into a space. Introduce that you may want to swap which hand you are using to dribble to be able to keep the ball away from other people. Practise the skill.</p> <p>In pairs, children are to practise keeping possession of the ball – with the other child trying to attack and take the ball off them.</p>
	<p>7</p> <p>Mini Match Game</p>	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>I know how to win a game of basketball by scoring more points.</p> <p>I know how to defend and attack in basketball.</p>	<p>I know that I must follow the rules of basketball.</p> <p>I know that to win, my team have to score more points.</p> <p>I know that I have to work as a team.</p>	<p>Recap skills learnt during the half term,</p> <p>Children are to play 5v5 games lasting around five minutes – children can score points by throwing the ball into the hoop at the end of the court. When a</p>

		<p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>I know why we have to defend and attack during a game.</p> <p>I know why tactics are important to help win a game of basketball.</p>	<p>I know that I must listen to the referee during the game.</p>	<p>point is scored, the game starts again in the centre.</p> <p>Encourage good team work and communication throughout – children should be encouraged to discuss the game as a team before a game starts.</p> <p>Children are to reflect on the game and discuss how they could improve skills when playing next time.</p>
--	--	---	---	--	--

PE – Year 3 – Summer 2 – Outdoor Adventurous Activities - MTP

National Curriculum	Week	NC - Coverage	Skills Taught (Teacher)	Substantive Knowledge	Activity Outline
<p>Key Stage 2</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where 	<p>1</p> <p>Teamwork</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>They should enjoy communicating, collaborating and competing with each other.</p>	<p>I know how to work effectively as part of a team.</p> <p>I know how to confidently choose the best equipment for an activity.</p> <p>I know why working as a team can help me complete a task easier.</p>	<p>I know that I must work with other people.</p> <p>I know that I must use communication (Verbal or non-Verbal) to help my team.</p>	<p>Timed teamwork activities – e.g. working together to move a large object from one place to another. Human knot activity (children are to stand in a circle facing inwards, they are to put their right hand into the middle and hold any other person's hand, repeat with left hand and hold another person's hand, the aim is to untangle themselves without breaking the circle made from holding hands).</p>
	<p>2</p> <p>Instructions</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>I know why instructions are important.</p> <p>I know how to create a set of instructions.</p> <p>I know how to put instructions into the correct order.</p>	<p>I know that instructions tell me what to do.</p> <p>I know that instructions are helpful to complete a task.</p> <p>I know that it is important to listen carefully to instructions.</p>	<p>Following instructions activities – one-step, two-step and three-step (e.g. a three step instruction would be: balance on one leg, do ten star jumps, clap three times)</p> <p>Children are to read out instructions for the rest of their team to follow – they must wait until the whole of the instruction has been said before starting.</p> <p>Children are to reflect and keep practising so they are able to follow instructions to the best of their ability.</p>

<p>appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>		<p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>			
<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>3 Problem Solving</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>They should enjoy communicating, collaborating and competing with each other.</p>	<p>I know how to make decisions to help solve a problem.</p> <p>I know how to create solutions to help solve the problem.</p> <p>I know why problems can be challenging.</p>	<p>I know that problem solving will take a lot of logical thinking.</p> <p>I know that working as a team will help solve problems easier.</p> <p>I know that I can use a range of skills to solve problems.</p>	<p>Problem-solving activities in small groups:</p> <ul style="list-style-type: none"> • Finding numbers hidden underneath cones in order – e.g. find the number 1 first then 2 – if a number is found in the wrong order it must be re-hidden. • Moving objects from one place to another using equipment but they cannot use their hands.
<p>Swimming and Water Safety:</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p>	<p>4 Directions</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>I know how to give directions by using appropriate language.</p> <p>I know how to follow directions.</p> <p>I know why clear communication is important whilst giving and listening to directions.</p>	<p>I know that I can use different language such as right, left, forwards and backwards when giving directions.</p> <p>I know that clear communication will help with directions.</p>	<p>Working together to follow and give clear directions to navigate.</p> <p>Working in pairs to direct another child, wearing a blindfold, across an obstacle course – repeat to improve own previous attempt.</p>

<ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations. 		<p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>			
	<p>5 Map Work</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>They should enjoy communicating, collaborating and competing with each other.</p>	<p>I know why using a map is important.</p> <p>I know why reading a map carefully will lead to more success.</p> <p>I know why reading a map wrong will impact the success of my task.</p> <p>I know how to use a key to read symbols.</p> <p>I know how to hold a map in the correct direction.</p> <p>I know how to use North, East, South and West on a map.</p>	<p>I know what a map is.</p> <p>I know how to read a map.</p> <p>I know maps have a range of symbols on them to show information.</p>	<p>Introduce that we can use maps to help navigate.</p> <p>Take part in simple timed map reading activities such as:</p> <ul style="list-style-type: none"> Set out twelve cone that are labelled with different letters. Children are to be given a map which identifies the different letters on cones with a simple route for them to follow – a triangle shape represents the start of the course and two circles represents the end of the course. What word does the letters spell out?
	<p>6 Introduction to Orienteering</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>They should enjoy communicating, collaborating</p>	<p>I know how to use navigation equipment such as maps and compasses with confidence.</p> <p>I know how to identify the quickest route to take when navigating a course.</p>	<p>I know that I must use maps to help complete my task.</p> <p>I know that I can use a compass to help me with directions.</p>	<p>Introduce what orienteering is. Explain how on maps symbols are used rather than writing as a way to fit everything onto a map e.g. a green circle can represent a tree.</p>

		and competing with each other.	I know how to orientate with confidence around an orienteering course when under pressure.		<p>Give the children a map of the playground/field with different map symbols on (do not tell children what these symbols represent).</p> <p>Children must identify where these places are and go to that place – each symbol will be displayed with what it represents wrote underneath it, children are to write down what these symbols mean.</p>
--	--	--------------------------------	--	--	--

*** If half terms are shorter than 7 weeks, combine appropriate lessons together.**