

Wath CofE Primary PE Assessment

Year 3

Areas of Learning	Expected outcomes:	Pupil notes: W or G
Dance	<ul style="list-style-type: none"> • Respond imaginatively to a simple stimulus. • Perform dance actions with greater control, fluency and coordination. • Improvise freely, translating ideas from stimulus into movement. • Create and link dance phrases using a simple dance structure. • Perform dances with an awareness of rhythmic, dynamic and expressive qualities. • Describe and evaluate how they might improve their dances. 	
Gymnastics	<p>Stretching, Curling and Arching Different ways of travelling in a curled-up shape / stretched out shape.</p> <ul style="list-style-type: none"> • Stretching in balances “points and patches”. Partnerwork – matching and contrasting movements. <p>Symmetry and Asymmetry Identification of symmetrical and asymmetrical (s + a) Balancing and travelling s + a.</p> <ul style="list-style-type: none"> • High, medium and low movement – smooth transitions. <p>Partnerwork – perform matching sequences side-by-side.</p> <p>Pathways Flexible and direct pathways.</p> <ul style="list-style-type: none"> • Choosing appropriate movements for different pathways - acceleration/ deceleration / change of level. • Travelling with change of front + direction Travelling in same direction using jump to change the way you face. • Change direction and build into a sequence. 	
Games	<p>Ball Skills – Invasion Focus Pass and receive with hands in different ways. Dribble, pass and receive with feet.</p> <ul style="list-style-type: none"> • Sequence passing. • Signal for the ball – move into space to receive the ball. • Keep possession and progress down pitch. • Co-operative and competitive games to further develop skills and tactics under pressure. 	

	<p>Striking / Fielding Games Develop throwing and catching e.g. underarm, overarm, high, low, fast, slow Develop fielding skills. Develop accurate “feed” Develop striking skills along the ground and in the air.</p> <ul style="list-style-type: none"> • Engage in cooperative situations experiencing different roles – fielder, batter, and bowler. • Situations to encourage placement. <p>Net / Court / Wall Games Develop accurate “feeding” and throwing skills. Bat and ball activities and skills.</p> <ul style="list-style-type: none"> • Develop mobility and tactical awareness. • Aiming into spaces to make it difficult for an opponent. High barrier and low level barrier to encourage high and low throwing / hitting. • Games for throwing and striking ball with hands or apparatus. Encourage understanding of principles. • Creative Games Making Children problem solve to improve given games. Children select, apply, reinforce and develop previously learned skills in group games. • Children offered limited choice of equipment. • Children ask questions in order to develop and improve the games. 	
<p>Athletics</p>	<p>Develop techniques of:-</p> <ul style="list-style-type: none"> • Sprinting style (use of arms and legs) • Sprinting and changing pace • Relays and simple shuttle take-over • Longer distances - endurance • throwing for accuracy (flingthrow) • Throwing for distance (pullthrow) • Jumping – takeoffs and landings (combinations) • Jumping for distance. 	
<p>Orienteering</p>	<p>Setting / orientating the map to the ground (introducing school map)</p> <ul style="list-style-type: none"> • Follow a route on the map. • Know the map symbols and colours. • Folding and “thumbing” the map. • Recognition of features on the map and the ground. • Keeping the map orientated. • Identifying exact position on the map. 	

Overall pupil assessment	
Pupil working below age-related expectations	Pupils working above age-related expectations