



Pinner Wood School



Year Group	3	Term	Autumn 1	Subject	Outdoor P.E.	Topic	Real PE - Static balance & coordination
						Key Question	How do I control my body when static and moving?
Prior Learning and other Curriculum Links	Reception: Balance: Exploring the hall without bumping into one another, spatial awareness and the understanding of why we teach people, children use bean bags to balance on their body and use this skill to throw to another partner. Year 1: Balance: Jump from 2 feet to 2 feet forwards, backwards and side to side, including moving along a line keeping balance on both legs. Year 2: Balance: Jump from 2 feet to 2 feet with quarter turn, including moving along a line. Keeping balance on both legs whilst lifting knees to 90° and heel to bottom. Be able to move cone from one side of body to other while maintain balance.					Skills statements	I can persevere with a task and improve my performance through regular practice. I can cope well and react positively when things become difficult. I have begun to challenge myself. I know where I am with my learning. I ask for help when appropriate. I try several times if at first I don't succeed.

Fundamentals	Balance: Pick up and place cone from one side to other with same hand. Jump from 2 feet to 2 feet with a 180°. Complete a tuck jump. March lifting knees and elbows to 90°.	Key Facts/Sticky Knowledge	March is lifting your knees and elbows at 90 degrees A balance is being able to stay in control of their body's position. A half turn is 180 degrees. A personal best is the best time or score ever achieved by a sports player in a particular event.
Our Curriculum Journey	Journey: The children will begin by Standing on 1 leg on a spot and keep tapping a balloon in the air while you collect cones, one at a time, which are positioned on the floor as a clock face (3, 6, 9 and 12 o'clock). Then they will work in a group moving in and out of each other within the space, taking turns to call out the type of footwork pattern to use. Moving on, they will work with a partner in a grid and take turns to be 'leader' and 'follower', with the follower copying the leader's footwork pattern, speed and route, avoiding other pairs. After that, they will work with a partner to come up with different combinations of movement patterns and use these to develop your own mirroring/matching activity. In the final lesson they will learn about setting a personal best.		
Key Vocabulary (revisited)	Controlling Shape Stretch Wide Levels	Key Vocabulary (new)	Repetition Action and reaction Pattern High Low