

**PE Non Negotiables: Year 3/4**

Area Of PE	Gymnastics					Dance			Games
Core Tasks	Year 3: Balancing act Assess level 2-3 Year 4: Partner work Assess level 2-3					Year 3: Round the clock Stand alone dance Year 4: Machines Stand alone dance			Year 3: Skittles 3 touch ball Minis tennis 1 Arc rounders Year 4: End zone On the attack Zone cricket Minis tennis 2
Assessment focus	Sequencing	Balance	Travel	Jump	Roll	Compose	Appreciate	Perform	
<p>Progression statement</p> <p>I can ...</p>	<p>Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling</p> <p>Work with a partner to create a sequence from a starting shape move together then apart to finish</p>	<p>Use my upper body strength taking weight on hands and feet</p> <p>Balance on combinations of 1/2/3/4 points</p> <p>Perform front and back support</p> <p>Balance on the floor and apparatus exploring which body parts are safest to use</p> <p>Balance with a partner</p> <p>Move in and out of balance fluently</p>	<p>Use a variety of rolling actions to travel on the floor and along apparatus</p> <p>Travel with a partner, move away from and together on the floor and on apparatus</p> <p>Travel at different speeds</p> <p>Travel in different pathways on the floor and using apparatus</p>	<p>Leap forward in stag jump, taking off from 1 foot and landing on the other</p> <p>Add a ¼ or ½ turn into a jump before landing</p> <p>Make a twisted shape in the air and control landing by keeping body upright</p>	<p>Show control in rolling actions on the floor, off and along apparatus or in time with a partner</p> <p>Perform the full forward roll</p> <p>Begin a backward roll</p>	<p>Create dance phrases/dances to communicate an idea</p> <p>Develop control of movement using: Actions (WHAT), Space (WHERE), Relationships (WHO), Dynamics (HOW) Choreographic devices, motif and repetition</p> <p>Structure a dance phrase beginning, middle and end</p> <p>Link phrases to music</p>	<p>Show an awareness of different dance styles and traditions</p> <p>Understand and use simple dance vocabulary</p> <p>Understand why safety is important</p> <p>Compare and comment on my own and other's work – strengths and areas for improvement</p>	<p>Perform dance to an audience showing confidence</p> <p>Show co-ordination, control and strength</p> <p>Show focus, projection and musicality</p> <p>Demonstrate different dance actions – travel turn, gesture, jump, stillness</p> <p>Demonstrate dynamic qualities – speed, energy and continuity</p> <p>Demonstrate use of space – levels, directions, pathways and body shape</p> <p>Demonstrate different relationships – mirroring, unison, canon</p>	<p>Throw and catch with increasing accuracy</p> <p>Work well as a team</p> <p>Apply basic principles of attacking and defending</p> <p>Develop an understanding of fair play</p>

**PE Non Negotiables: Year 3/ 4**

Area Of PE	Athletics			Outdoor and Adventures			Swimming and Water Safety
Core Tasks	Year 3: SAQ Furthest five Quad kids Year 4: SAQ Pass the baton Quad kids			Year 3: Gone fishing Year 4: Search and rescue			
Assessment focus	Running	Jumping	Throwing	Orientation	Communication	Problem solving	Swimming
<p>Progression statement</p> <p>I can .....</p>	<p>Run smoothly at different speeds</p> <p>Choose different styles of running for different distances</p> <p>Pace and sustain effort over longer distances</p> <p>Watch and describe specific aspects of running e.g. what arms and legs are doing</p> <p>Recognise and record how the body works over different distances</p> <p>Carry out stretching and warm up safely</p> <p>Set realistic targets of times to achieve (with guidance)</p>	<p>Perform combinations of jumps e.g. hop, step, jump showing control and consistency</p> <p>Choose different styles of jumping</p> <p>Watch and describe specific aspects of jumping e.g. what arms and legs are doing</p> <p>Set realistic targets when jumping for distance of height</p>	<p>Show different styles of throwing pull, push and sling</p> <p>Throw with greater control</p> <p>Consistently hit a target with a range of implements</p> <p>Watch and describe specific aspects of throwing e.g. what arms and legs are doing</p> <p>Set realistic targets</p> <p>Understand some implements will travel further than others (with guidance)</p>	<p>Orientate simple maps and plans</p> <p>Mark control points in correct position on map or plan</p> <p>Find the way back to a base point</p>	<p>Cooperate and share roles within a group</p> <p>Listen to other's ideas when planning a task and adapt</p> <p>Take responsibility for a role within the group</p> <p>Recognise that some outdoor activities can be dangerous</p> <p>Follow rules to keep myself and others safe</p>	<p>Select appropriate equipment/ route/ people to solve a problem successfully</p> <p>Choose effective strategies and change ideas if not working</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke</p> <p>Perform safe self-rescue in different water based situations</p>

## **Fundamental Movement Skills**

Fundamental movement skills underpin all of PE and pupils in Year 3/4 should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate 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 performance with previous ones and demonstrate improvement to achieve their personal best

Reviewed September 2019 SB