



## Year 3 Expectations in PE

### Invasion Games

Most pupils will be able to:	Pupils who need more help	Pupils exceeding the expectation
throw and catch with control to keep possession and score 'goals', be aware of space and use it to support team-mates and cause problems for the opposition		
know and use rules fairly to keep games going		
keep possession with some success when using equipment that is not used for throwing and catching skills		
explain why it is important to warm up and cool down		
say when a player has moved to help others		
apply this knowledge to their own play		



## Net/Wall Games

<b>Most pupils will be able to:</b>	<b>Pupils who need more help</b>	<b>Pupils exceeding the expectation</b>
keep up a continuous game, using a range of throwing and catching skills and techniques		
use a small range of basic racket skills		
choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent		
choose and use a range of simple tactics for defending their own court		
adapt and refine rules		
make up their own net games		
understand the point of the game		
keep rules effectively and fairly		
recognise how net games make the body work		



talk about what they do well and recognise things they could do better

### **Striking and Fielding Games**

<b>Most pupils will be able to:</b>	<b>Pupils who need more help</b>	<b>Pupils exceeding the expectation</b>
use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy		
choose and vary skills and tactics to suit the situation in a game		
carry out tactics successfully		
set up small games		
know rules and use them fairly to keep games going		
explain what they need to do to get ready to play games		
carry out warm ups with care and an awareness of what is happening to their bodies		



describe what they and others do that is successful		
suggest what needs practising		

### **Outdoor and Adventurous Activities**

<b>Most pupils will be able to:</b>	<b>Pupils who need more help</b>	<b>Pupils exceeding the expectation</b>
use maps and diagrams to orientate themselves and to travel around a simple course		
respond when the task or environment changes and the challenge increases		
start to plan sensible responses to physical challenges or problems, talking and working with others in their group		
recognise some of the physical demands that activities make on them		



identify parts of the work that were successful		
respond to feedback on how to go about their work differently		

### **Dance Activities**

<b>Most pupils will be able to:</b>	<b>Pupils who need more help</b>	<b>Pupils exceeding the expectation</b>
improvise freely, translating ideas from a stimulus into movements		
create dance phrases that communicate ideas		
share and create dance phrases with a partner and in a small group		
repeat, remember and perform these phrases in a dance		
use dynamic, rhythmic and expressive qualities clearly and with control		



understand the importance of warming up and cooling down		
recognise and talk about the movements used and the expressive qualities of dance		
suggest improvements to their own and other people's dances		

**Gymnastic activities**

<b>Most pupils will be able to:</b>	<b>Pupils who need more help</b>	<b>Pupils exceeding the expectation</b>
use a greater number of their own ideas for movements in response to a task		
choose and plan sequences of contrasting actions		
adapt sequences to suit different types of apparatus and their partner's ability		
explain how strength and suppleness affect performance		



identify some muscle groups used in gymnastic activities		
suggest warm-up activities		
compare and contrast gymnastic sequences, commenting on similarities and differences		
with help, recognise how performances could be improved		

### **Athletic activities**

<b>Most pupils will be able to:</b>	<b>Pupils who need more help</b>	<b>Pupils exceeding the expectation</b>
understand and demonstrate the difference between sprinting and running for sustained periods		
know and demonstrate a range of throwing techniques		
throw with some accuracy and power into a target area		



perform a range of jumps, showing consistent technique and sometimes using a short run-up		
play different roles in small groups		
relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up		
compare and contrast performances using appropriate language		

### **Swimming activities and water safety**

<b>Most pupils will be able to:</b>	<b>Pupils who need more help</b>	<b>Pupils exceeding the expectation</b>
swim between 50 and 100 metres and keep swimming for 45 to 90 seconds		
use three different strokes, swimming on their front and back		





control their breathing		
swim confidently and fluently on the surface and under water		
work well in groups to solve specific problems and challenges, sharing out the work fairly		
recognise how swimming affects their body, and pace their efforts to meet different challenges		
suggest activities and practices to help improve their own performance		