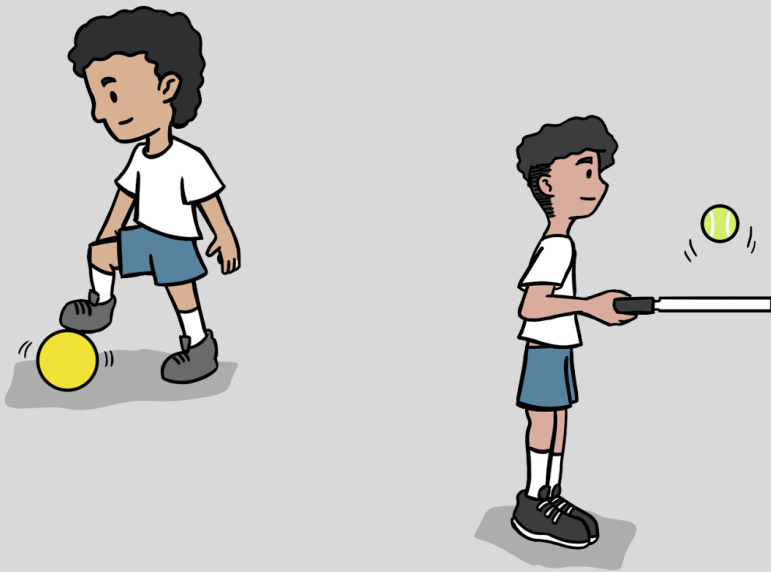



# ALDER COPPICE PRIMARY SCHOOL UNIT INFORMATION

SUBJECT: PE		YEAR 3	AUTUMN TERM UNIT 1: Football / Tennis UNIT 2: Gymnastics / Fitness
Knowledge Focus	Football / Tennis		Gymnastics / Fitness
National Curriculum Knowledge	<i>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</i>		<i>Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).</i>  <i>To compare performances with previous ones and demonstrate improvement to achieve their personal best.</i>
Year 3 Autumn 1	<b>Key Knowledge &amp; Skills:</b>  <b>Football</b> <ul style="list-style-type: none"> <li>To know how to keep control when dribbling</li> <li>To know how to pass and move</li> <li>To know how to control the ball with different body parts</li> <li>To know how to use the inside and outside hook to turn</li> <li>To know how to jockey an opponent</li> <li>To know the rules and how to play</li> </ul> <b>Tennis</b> <ul style="list-style-type: none"> <li>To know the ready position</li> <li>To know how to control a racket and ball</li> <li>To know the forehand and backhand strokes</li> <li>To know how to score and play</li> </ul>		

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SUBJECT: PE		YEAR 3	AUTUMN TERM UNIT 1: Football / Tennis UNIT 2: Gymnastics / Fitness
Knowledge Focus	Football / Tennis		Gymnastics / Fitness
National Curriculum Knowledge	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).  To compare performances with previous ones and demonstrate improvement to achieve their personal best.
Year 3 Autumn 2			<b>Key Knowledge &amp; Skills:</b>  <b>Gymnastics</b> <ul style="list-style-type: none"> <li>• To know how to perform point and patch balances</li> <li>• To know how to match a partner</li> <li>• To know how to perform shape jumps</li> <li>• To know how to perform straight, barrel and forward rolls</li> <li>• To know how to perform matching and contrasting shapes and actions</li> <li>• To know how to transition smoothly in and out of balances</li> <li>• To know how to use equipment in routines</li> <li>• To know how to create a partner sequence with equipment</li> </ul> <b>Fitness</b> <ul style="list-style-type: none"> <li>• To know how and why we record baseline fitness scores</li> <li>• To know basic sprinting technique</li> <li>• To know how to develop strength using body weight</li> <li>• To know how to improve agility, balance and coordination</li> <li>• To know how to improve stamina</li> <li>• To know how to, and why, we retest</li> </ul>