



PE - Specialist Led Year 3 Long Term Plan

Themes (Number of weeks/Term)	Autumn 1 (6 weeks) Ball Skills	Autumn 2 (6 weeks) Dance	Spring 1 (6 weeks) Netball	Spring 2 (6 weeks) Football	Summer 1 (6 weeks) Athletics	Summer 2 (6 weeks) OAA
NC Content/Coverage	Coordination, control and development of fundamental movement skills. Developing basic throwing, catching, rolling, kicking and striking skills. Practicing sending and receiving objects with control and accuracy. Developing awareness of space, turn-taking and cooperation. Communicating what they have done well.	Coordination, balance, control and creativity. Exploring movement using levels, direction and pathways. Creating short movement phrases and link actions together to form simple dances. Performing individually and in groups, using unison and responding to music through changes in speed and energy.	Coordination, control and introduction to team games. Developing basic throwing and catching skills using a netball. Practicing passing to a partner, moving into space and shooting at a target. Introducing rules, turn-taking and cooperation, with an emphasis on fair play.	Coordination, control and introduction to invasion games. Developing basic dribbling, passing and shooting skills using the feet. Exploring moving with the ball, passing to a teammate and shooting towards a goal. Introducing basic rules, teamwork and enjoyment.	Running, jumping and throwing with control and coordination. Practicing basic sprinting and distance running, jumping and throwing actions. Focussing on effort, movement quality and personal improvement rather than competition. Developing stamina, strength and confidence	Teamwork, communication and problem solving. Participating in simple problem-solving and team-building activities. Working together to follow instructions, share ideas and complete challenges. Promoting trust, cooperation and listening to others.
Substantive Knowledge	• I understand and can demonstrate sending and receiving; using different body parts; accuracy, control and timing; moving into space; how force and direction affect ball movement. • I can explain the importance of aiming at targets; stepping with opposite foot for power; inside-foot kicking for control; two-handed passes; controlled rolling technique. • I know and can explain the importance of eyes on the ball; soft hands/cushioning; moving body behind the ball; basic stopping and	• I understand and can describe and model basic actions: travel, turn, jump, gesture, stillness. • I know about and can explain levels (high/medium/low). • I understand and can demonstrate simple pathways (straight/curved/zig-zag). • I understand what a motif is and give an example. • I understand and can explain what is meant by fast/slow and strong/light dynamics. • I understand and can describe and demonstrate mirroring, copying, following. • I understand and can explain that dances have	• I know to move into space; basic passing; keeping possession and can demonstrate this. • I understand, can model and explain basic marking; staying with opponent. • I understand, model and can describe basic rules; boundaries; safety. • I understand and can demonstrate sending, receiving, travelling with control. • I understand and can model chest/bounce pass; dribbling; inside-foot pass; push pass; forehand; footwork rule. • I understand and can demonstrate two-footed landing; chest/bounce	• I know and can model how to move into space; basic passing; keeping possession. • I understand and can demonstrate basic marking; staying with opponent. • I understand and can describe basic rules; boundaries; safety. • I understand sending, receiving, travelling with control and can demonstrate this. • I understand and can model chest/bounce pass; dribbling; inside-foot pass; push pass; forehand; footwork rule. • I understand and can demonstrate inside-of-foot passing; straight-line	• I understand and can explain and demonstrate the difference between jogging/sprinting; arm drive; knee lift; basic pacing; simple relay baton pass. • I know about and can describe and demonstrate safe take-off/landing; basic long jump; generating power. • I know about and can describe and demonstrate underarm and simple overarm throws; whole-body power; aiming for accuracy. • I understand and can describe basic track rules; safety; key terms (sprint, pace, power).	• I understand and can explain that maps represent places from a bird's-eye view. • I understand and can interpret simple map symbols. • I know and can use left/right and simple directional language accurately. • I know what a challenge is. • I understand and can explain that problems can be solved by trying ideas and adapting. • I can explain how listening, sharing ideas and taking turns help a team.



	trapping techniques; balanced stance. • I know and can explain the need for small, controlled touches; ball close to body; protecting the ball; changing direction with control; managing speed to maintain control. • I understand and can demonstrate coordinating eyes, hands and feet; maintaining balance; adjusting technique based on ball height/speed; awareness of surroundings. • I understand and can explain the importance of space; keeping possession; simple rules and boundaries; fairness and honesty; teamwork and communication. • I understand and can explain the importance of using equipment safely; importance of warm-ups; demonstrating moving safely around others and equipment.	a beginning, middle and end. • I can explain the importance of focus and still start/finish. • I understand and can explain that timing helps dancers stay together.	pass; pivoting; footwork rule.	dribbling; simple shooting; basic positions.		• I know that clear instructions help success and can explain why. • I can explain outdoor safety rules. • I understand and can describe what simple hazards are.
Disciplinary Knowledge Specific to that unit	Decision-Making- I can choose where to pass, throw or roll the ball. Tactical Understanding- I can try to move into space to help my team. Rules & Fair Play- I can follow the rules and play fairly with others. Communication & Teamwork- I can talk to my	Decision-Making- I can choose movements that match the music. Choreographic Thinking- I can put movements together to make a short dance. Evaluation & Reflection- I can say what went well in my dance. Performance Behaviours- I	Decision-Making- I can choose where to pass the ball to help my team. Tactical Understanding- I can move into space to receive the ball. Rules & Fair Play- I can follow the rules and play fairly with others. Communication & Teamwork- I can talk to my	Decision-Making- I can choose when to pass, dribble or shoot the ball. Tactical Understanding- I can try to move into space to help my team. Rules & Fair Play- I can follow the rules and play fairly with others. Communication & Teamwork- I can talk to my	Decision-Making & Application- I can choose how to run, jump or throw to do my best. Analysis & Evaluation- I can say what I did well and what I can improve. Understanding of Fitness & Effort- I can explain how my body feels when I exercise. Safe Participation- I can	Problem-Solving & Decision-Making- I can make simple decisions to help solve problems. Communication & Collaboration- I can talk to my group and work together. Navigational Thinking- I can follow simple directions to find my way.



	teammates and work together during games. Evaluation & Reflection- I can say what I did well and how I can improve my ball skills. Outcome: Pupils perform basic ball skills with control, send and receive objects successfully and participate confidently in simple activities.	can perform with focus and try my best. Outcome: Pupils perform short dance sequences with control and coordination and begin to use movement to express ideas.	teammates and work together in games. Evaluation & Reflection- I can say what went well in my netball and how I can improve. Outcome: Pupils pass and catch with increasing confidence, take part in simple netball-style games and work cooperatively with others.	teammates and work together during games. Evaluation & Reflection- I can say what went well in football and how I can improve. Outcome: Pupils control the ball using their feet, participate in simple football games and begin to understand the importance of teamwork.	take part safely and follow the rules to keep everyone safe. Outcome: Pupils perform a range of athletic activities with control, show increasing stamina and understand the importance of effort.	Evaluation & Reflection- I can say what went well and what I could do better. Outcome: Pupils work cooperatively to solve simple problems, communicate effectively and understand the importance of teamwork.
Key vocabulary	Dribble, receive, accuracy, cushion, retrieve, collect, direction.	Canon, extend, feedback, formation, interact, unison, contrast, choreography, stimulus.	Court, intercept, invasion, opposition, pitch, receiver, tournament, umpire, shoulder pass, bounce pass, chest pass.	Pitch, intercept, receiver, protect, possession.	Baton, event, personal best, distance, take-off, pace.	Collaborate, compass, course, route, symbol, tactics.
Additional/ cross curricular/continuous provision opportunities	Cross-Curricular Links In the Year 3 PSHE unit of Being Me in My World, learners will further extend their knowledge of the importance of rules and apply them to team game situations. Enrichment & Ofsted Evidence Personal skill challenges, playground games Pupils apply fundamental movement skills Evidence of progression, inclusion and vocabulary use	Cross-Curricular Links In Year 3, learners will use the knowledge they learnt in the Science unit of Skeletons to understand how they can use their bodies to successfully perform dance routines. Learners will utilise the skills they learnt in the Music unit of Listening/Appraisal when they learned about how composers create imagery in music. Learners will use this imagery to perform routines to external stimuli. Enrichment & Ofsted Evidence Performance opportunities Choreography using simple actions Evidence of creativity, recall and expressive movement	Cross-Curricular Links In the Year 3 PSHE unit of Being Me in My World, learners will further extend their knowledge of the importance of rules and apply them to team game situations. Enrichment & Ofsted Evidence Modified games and skill stations Application of sending and receiving Evidence of rules, cooperation and tactical awareness	Cross-Curricular Links In the Year 3 PSHE unit of Being Me in My World, learners will further extend their knowledge of the importance of rules and apply them to team game situations. Enrichment & Ofsted Evidence Small-sided games and festivals Developing attacking and defending ideas Evidence of decision-making and teamwork	Cross-Curricular Links In the Year 3 Science units of Skeletons, as well as Nutrition and Diet, learners will further extend their knowledge on how muscles work and benefit multiple avenues of fitness. As well as this, learners will extend their knowledge on understanding why a balanced diet supports fitness. In the Year 3 PSHE unit of Healthy Me, learners will further develop their understanding of the importance of exercise and how it helps your body to stay healthy. Enrichment & Ofsted Evidence	Cross-Curricular Links In the Year 3 Geography unit of Our World, learners will utilise the skills they learnt in lessons titled 'I know what the lines on maps and globes mean' & 'I know what coordinates are' Enrichment & Ofsted Evidence Orienteering and team problem-solving Applying strategies collaboratively Evidence of resilience, trust and problem-solving



					Personal best challenges, Sports Day Running, jumping and throwing skills Evidence of progress over time and healthy lifestyles	
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Commentary: Why are we teaching what we are teaching, in the order we are teaching it? What does each unit build on/prepare children for? How are resources and skills changing over time?	We begin the year with Ball Skills to consolidate and refine fundamental movement patterns developed in KS1. Pupils revisit throwing, catching, rolling and striking but with greater emphasis on accuracy, control and decision-making. Starting here ensures pupils develop coordination and confidence with equipment before progressing into structured team games. It reinforces core principles such as force, direction and spatial awareness. This unit prepares pupils for Netball and Football later in the year by securing sending and receiving skills and introducing early tactical concepts such as moving into space and choosing when to pass. Resources at this stage are varied and accessible: larger balls, beanbags and target-based activities. The focus is on control before competition.	Dance follows ball skills to re-centre learning on body control, coordination and creativity. After focusing on object manipulation, pupils return to controlling their own movement with increasing precision. This builds on KS1 creative movement and introduces structure through motifs, formation work and compositional devices such as mirroring and unison. Positioning dance early in the year strengthens spatial awareness and performance confidence, which later supports teamwork in invasion games. Resources shift from equipment-heavy learning to body-based movement. Skills progress from copying actions to creating structured sequences with a clear beginning, middle and end.	Netball introduces pupils to structured team play. Having secured sending and receiving in Autumn 1, pupils now apply these skills within simple invasion game contexts. This unit builds directly on ball skills and introduces positional awareness, rules, fair play and tactical understanding such as moving into space and basic marking. The progression is deliberate: pupils move from isolated skill practice to applying those skills cooperatively in small-sided games. Resources now include sport-specific equipment and defined playing areas. Cognitive demand increases as pupils begin making decisions in game situations.	Football further develops invasion game principles but increases complexity through use of the feet and greater movement demands. This builds on both Ball Skills and Netball, transferring understanding of space, possession and teamwork into a new context. By this stage, pupils demonstrate improved control, awareness and communication. The progression from hand-based control (Netball) to foot-based control (Football) ensures layered development rather than overload. Resources evolve to include structured pitches and simple game formats. Skills shift from cooperative participation to applying decision-making under light pressure.	Athletics focuses on individual performance and personal improvement. Positioned in Summer, it allows pupils to apply coordination and stamina developed earlier in the year. This builds on KS1 running and jumping but introduces pacing, personal bests and technical refinement such as arm drive and safe take-off. Athletics shifts emphasis from team tactics to individual goal setting and effort. It prepares pupils physically and mentally for Sports Day and upper KS2 expectations. Resources become track-based, measured and challenge-driven including children familiarising themselves with the curved and straight aspects of the running track. Skills move from general movement to purposeful technique improvement.	Outdoor and Adventurous Activities conclude the year by focusing on teamwork, communication and problem-solving. By this stage, pupils have developed: • Coordination and object control • Tactical understanding in invasion contexts • Stamina and resilience • Confidence in evaluation OAA allows pupils to apply these skills in collaborative and cognitive challenges. This builds on KS1 cooperative play but increases complexity through navigation, map skills and structured problem-solving tasks. Resources shift to maps, symbols and outdoor equipment. Skills progress from physical execution to strategic thinking and group collaboration.
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Adaptations for LA/SEND pupils	Provide larger, softer balls that are easier to grip and track. Reduce the distance between pupils during throwing and catching activities. Allow the ball to bounce before catching to build confidence and coordination. Focus on one element of the skill at a time, such as throwing accurately before introducing receiving under pressure. Provide repeated practice opportunities with clear demonstrations. For cognition and learning needs, break skills into small steps and rehearse each component before linking them together. Use visual cue cards and clear demonstrations. For pupils with ASD, define personal space clearly and maintain predictable partner routines. Use consistent equipment and structured task order. For pupils with ADHD, use short, engaging skill challenges with measurable targets. Rotate roles frequently to maintain focus. For physical needs, adapt equipment such as using lighter balls or allowing rolling instead of throwing. Reduce movement demands and provide seated variations where appropriate.	Support pupils to copy and repeat short movement motifs. Reduce the length of sequences and focus on clarity rather than complexity. Provide structured counts and clear demonstrations. Allow additional rehearsal time before performance. For cognition and learning needs, break choreography into clear sections and rehearse repeatedly. Use visual prompts and count-based instructions. For pupils with ASD, clearly mark performance spaces and maintain predictable lesson structure. Provide clear beginning and ending poses. For pupils with ADHD, incorporate dynamic contrasts and give leadership roles such as leading counts or demonstrating movements. For pupils with SEMH needs, provide small group rehearsal opportunities and structured positive feedback. For physical needs, adapt the movement, space, choreography and equipment expectations for the children.	Reduce passing distances and allow extra time when holding the ball. Use larger or softer balls to improve catching success. Remove defensive pressure initially to build confidence in passing and movement. Reinforce ready position and correct hand placement. For cognition and learning needs, teach passing and receiving in isolation before introducing gameplay. Use clear positional markers and simple rules. For pupils with ASD, provide clearly defined roles and consistent team structures. Mark playing zones clearly. For pupils with ADHD, use small-sided games with frequent involvement. Provide structured passing challenges. For physical needs, adapt rules such as allowing additional steps or reducing movement demands.	Begin with simple dribbling and stopping skills in open space. Reduce opposition and increase playing area size to allow more time on the ball. Focus on close control before introducing passing under pressure. For cognition and learning needs, isolate dribbling and passing skills before applying them in games. Use clear visual boundaries and repeated demonstrations. For pupils with ASD, define playing areas and maintain consistent partner groupings. Provide structured routines. For pupils with ADHD, use high-engagement small games with frequent ball contact. Rotate roles such as timekeeper or team captain. For physical needs, allow walking football variations or reduce distance requirements.	Break running, jumping and throwing into clear, manageable steps. Shorten distances and focus on technique before speed. Use lighter equipment for throwing and provide visual markers for take-off and landing. For cognition and learning needs, demonstrate each skill clearly and repeat regularly. Provide visual start and finish markers. For pupils with ASD, maintain predictable activity order and clear spatial organisation. For pupils with ADHD, use timed personal challenges to maintain focus. For physical needs, adapt activities such as brisk walking instead of sprinting or seated throwing tasks.	Simplify routes and reduce the number of checkpoints. Provide partner support and allow supervised map reading practice before independent attempts. Focus on understanding basic symbols and directions. For cognition and learning needs, use clear visual maps and repeat navigation instructions. Provide scaffolded support for route planning. For pupils with ASD, pre-teach the activity structure and clearly define boundaries. For pupils with ADHD, assign purposeful roles such as navigator or equipment carrier. For physical needs, reduce walking distances and provide adapted routes.
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Adaptations for GD pupils	Encourage the use of different sending techniques such as overarm and bounce passes. Introduce target zones to develop accuracy and decision-making. Apply skills in small-sided games where pupils must choose when and where to send the ball under mild pressure.	Encourage manipulation of levels, pathways and dynamics. Introduce simple canon or mirroring work. Challenge pupils to refine timing and expression linked to the stimulus.	Encourage movement into space after passing. Introduce conditioned games such as requiring two passes before shooting. Develop decision-making around passing options and positioning.	Encourage tactical awareness such as moving into space and supporting teammates. Introduce weaker-foot challenges and conditioned games that promote quick decision-making.	Introduce personal best tracking and pacing strategies. Encourage analysis of technique such as arm drive in sprinting or take-off technique in jumping. Provide leadership roles during relay activities.	Introduce route planning decisions and timed challenges. Encourage communication and collaborative problem-solving. Expect pupils to evaluate the effectiveness of their chosen route.
Resources/approaches	Resources at this stage are varied and accessible: larger balls, beanbags	Resources shift from equipment-heavy learning to body-based movement.	Resources now include sport-specific equipment and defined playing areas.	Resources evolve to include structured pitches and simple game formats.	Resources become track-based, measured and challenge-driven	Resources shift to maps, symbols and outdoor equipment.
Career links	PE Teacher Sports Coach Referee / Umpire Sports Development Officer Sports Event Organiser Sports Journalist Sports Broadcaster Sports Marketing Executive Sports Psychologist Performance Analyst Strength & Conditioning Coach Physiotherapist Sports Rehabilitator Sports Scientist Team Manager Professional Athlete Community Sports Leader	Professional Dancer Choreographer Dance Teacher Performing Arts Teacher Creative Director Theatre Director Stage Manager Music Video Director Event Production Manager Drama Therapist Movement Therapist Fitness Instructor Zumba / Aerobics Instructor Theatre Technician Lighting Designer Costume Designer Creative Entrepreneur	PE Teacher Sports Coach Referee / Umpire Sports Development Officer Sports Event Organiser Sports Journalist Sports Broadcaster Sports Marketing Executive Sports Psychologist Performance Analyst Strength & Conditioning Coach Physiotherapist Sports Rehabilitator Sports Scientist Team Manager Professional Athlete Community Sports Leader	PE Teacher Sports Coach Referee / Umpire Sports Development Officer Sports Event Organiser Sports Journalist Sports Broadcaster Sports Marketing Executive Sports Psychologist Performance Analyst Strength & Conditioning Coach Physiotherapist Sports Rehabilitator Sports Scientist Team Manager Professional Athlete Community Sports Leader	Athletics Coach Personal Trainer PE Teacher Strength & Conditioning Coach Sports Scientist Performance Analyst Physiotherapist Sports Rehabilitator Sports Therapist Exercise Physiologist Nutritionist Health & Wellbeing Coach Fitness Instructor Sports Data Analyst	Cricket Coach Umpire Sports Journalist Sports Broadcaster Groundskeeper Sports Event Manager Sports Analyst Sports Statistician Physiotherapist Strength & Conditioning Coach Professional Athlete Cricket Development Officer Sports Administrator