



**PE - Teacher Led
Year 3 Long Term Plan**

Themes (Number of weeks/Term)	Autumn 1 (6 weeks) Gymnastics	Autumn 2 (6 weeks) Tennis	Spring 1 (6 weeks) Dance	Spring 2 (6 weeks) Fitness	Summer 1 (6 weeks) Hockey	Summer 2 (6 weeks) Cricket
NC Content/Coverage	Flexibility, strength, technique, control and balance. Performing balances on different body parts, basic travelling actions, jumps and turns with control. Exploring -simple rolling actions and link movements to create short sequences with a clear beginning and end. Using low-level apparatus safely to travel and balance.	Coordination, control and introduction to net/wall games. Developing basic racket control by striking a ball after a bounce and sending it over a net or barrier. Participating in cooperative activities to keep the ball in play and begin to understand the role of the net and court space-	Coordination, balance, control and creativity. Exploring movement using levels, direction and pathways. Creating short movement phrases and linking actions together to form simple dances. Performing individually and in groups, using unison and responding to music through changes in speed and energy. Describing how movement can show ideas.	Strength, stamina and awareness of physical activity. Participating in short bursts of continuous activity to develop stamina and strength. Experiencing activities that raise heart rate and breathing and begin to recognise how exercise affects the body. Learning the importance of warming up and cooling down through simple activities.	Coordination, teamwork and introduction to invasion games. Controlling a ball using a hockey stick through simple dribbling activities. Practicing passing to a partner and take part in small-sided games that encourage movement and teamwork. Introducing simple rules and safety expectations to support fair play.	Throwing, catching, striking and cooperation. Striking a stationary or moving ball with a bat, Throwing and catching with a partner and retrieving a ball during simple fielding activities. Learning basic game roles. Taking part in simple, modified games that promote teamwork and enjoyment.
Substantive Knowledge	• I know and can demonstrate several basic shapes including tuck, straight, star. • I know and can explain that shapes should be controlled. • I can perform 1–2 point balances with stillness • I know and can explain that balance means a steady, controlled body. • I can perform basic rolls: log, teddy bear, egg roll.	• I understand the aim is to hit the ball over the net and into the court and can explain this. • I know that a racket is used to strike the ball. • I know the racket face helps direct the ball. • I understand and can model how a forehand is played on one side of the body. • I understand and can model how a backhand is played on the opposite side.	• I know and can demonstrate basic actions: travel, turn, jump, gesture, stillness. • I can explain levels (high/medium/low). • I understand and can model simple pathways (straight/curved/zig-zag). • I can describe what a motif is. • I can explain fast/slow and strong/light dynamics. • I understand and can demonstrate mirroring, copying, following.	• I know and can explain what fitness means; exercise increases heart rate and breathing; basic components (strength, speed, agility, balance, coordination). • I know and can explain: that the heart is a muscle; warm-ups prepare the body; signs of exertion. • I understand and can describe and model the correct form for simple exercises; good posture.	• I know how to move into space; basic passing; keeping possession and can model these skills. • I know about and can explain basic marking; staying with opponent. • I know and can explain the basic rules of hockey; boundaries; safety. • I know how to send, receive and travel-with control and can model these skills.	• I understand and can explain the purpose of attacking/defending; keeping possession; sending/receiving; basic roles. • I know about and can explain the importance of grip and stance; striking a stationary/gently bowled ball; aiming for space. • I understand and can explain the importance of underarm bowling; aiming at stumps. • I know how to adopt the ready position; simple catching; long barrier;



	• I can perform a safe landing: bent knees, quiet feet. • I can perform basic jumps (straight, star). • I know and can demonstrate different ways of travelling and how to move at levels. • I know that a sequence includes 2–3 linked actions and can give examples. • I know the elements of basic presentation (still start/end) and can model these.	• I know and can explain that the ball usually bounces once before being hit. • I understand and can explain that an underarm serve starts the game. • I can explain that the serve must go over the net. • I can explain that the court lines show where the ball should land. • I can explain why rules help keep games safe and fair.	• I know and can explain that dances have a beginning, middle and end. • I know and can explain the importance of focus and still start/finish. • I understand and can explain that timing helps dancers stay together.	• I know about and can describe circuits; rest and work phases.	• I know about and can describe and model the chest/bounce pass; dribbling; inside-foot pass; push pass; forehand; footwork rule. • I know about and can describe and demonstrate the push pass; safe grip; dribbling both sides; ball stays on floor.	- underarm throw and can model these strategies. • I can explain the basic rules of cricket; scoring runs; simple outs (bowled, run out, caught).
Disciplinary Knowledge Specific to that unit	Decision-Making- I can choose simple movements to create a short gymnastics sequence. Body Awareness & Focus- I can control my body and stay focussed when performing balances and shapes. Evaluation & Reflection- I can describe what I did well in my performance. Safe Participation- I can use the space safely and follow the rules to keep myself and others safe. Outcome: Pupils perform simple sequences with control, show balance and coordination and can	Decision-Making- I can choose where to hit the ball to help me score points. Tactical Understanding- I can try different shots to make it harder for my opponent to return the ball. Rules & Fair Play- I can follow the rules and play fairly with others. Communication & Teamwork- I can communicate effectively and work together during doubles games. Evaluation & Reflection- I can say what I did well and how I can improve my tennis skills. Outcome:	Decision-Making- I can choose movements that fit the music and the theme. Choreographic Thinking- I can put movements together to create a short dance. Evaluation & Reflection- I can say what went well in my dance and how I can improve. Performance Behaviours- I can perform confidently with good focus and expression. Outcome: Pupils perform short dance sequences with control and coordination and use movement to express simple ideas.	Decision-Making & Application- I can choose different exercises to help improve my fitness. Analysis & Evaluation- I can say what exercises I found easy or hard and why. Understanding of Fitness & Effort- I can explain how my body feels when I exercise and how effort affects this. Safe Participation- I can exercise safely and follow the rules to keep everyone safe. Outcome: Pupils sustain physical activity for short periods, show increasing stamina and recognise how	Decision-Making- I can choose where to pass or dribble the ball. Tactical Understanding- I can try to move in to space to help my team. Rules & Fair Play- I can follow the rules safely and fairly. Communication & Teamwork- I can talk to my teammates and work together in games. Evaluation & Reflection- I can say what I did well in hockey and how I can improve. Outcome: Pupils control a ball with a hockey stick, pass to a teammate and participate in simple team games.	Decision-Making- I can choose when to hit, bowl or field the ball. Tactical Understanding- I can try to place the ball into space to score runs. Rules & Fair Play- I can follow the rules and play fairly and safely. Communication & Teamwork- I can talk to my team and work together in games. Evaluation & Reflection- I can say what I did well in cricket and how I can improve. Outcome: Pupils perform basic cricket skills with control, understand simple roles



	describe aspects of their performance.	Pupils strike a ball with a racket, sustain simple rallies and understand the basic aim and rules of tennis.		exercise makes the body feel.		and work cooperatively in team activities.
Key vocabulary	Body tension, contrast, extend, landing position, match, patch, point, take off.	Backhand, control, co-operation, court, face, forehand, opponent, opposition, rally, react, tactic.	Canon, formation, interact, unison, choreography, mirror, stimulus, level.	Agility, co-ordination, progress, stamina, technique.	Pitch, intercept, invasion, opposition, receiver, referee, tournament, cushion, track, tackle, send.	Caught out, grip, no ball, run out, short barrier, strike, umpire, wicket, bowler, fielder, stance, batter.
Additional/ cross curricular/continuous provision opportunities	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 multiple balances, jumps and rolls. Enrichment & Ofsted Evidence Floor and apparatus sequences Partner and group balances Evidence of control, coordination and sequence recall	Cross-Curricular Links In the Year 3 Science unit of forces, learners will further develop their understanding and knowledge of appropriate force required to move/hit an object on different surfaces. Enrichment & Ofsted Evidence Sending and receiving challenges Partner rally activities Evidence of hand-eye coordination and control	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 Group dances and performance opportunities Linking actions with rhythm and timing Evidence of creativity, recall and expression	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 Circuit-style activities and fitness challenges Warm-ups and cool-downs Evidence of stamina,	Cross-Curricular Links In the Year 3 Science unit of forces, learners will further develop their understanding and knowledge of appropriate force required to strike a ball. Enrichment & Ofsted Evidence Skill stations and small-sided games Applying control, passing and shooting Evidence of cooperation and rule-following	Cross-Curricular Links In the Year 3 Science unit of forces, learners will further develop their understanding and knowledge of appropriate force required to strike a ball. Enrichment & Ofsted Evidence Striking and fielding challenges Modified games with soft equipment Evidence of developing game understanding and teamwork



				strength and understanding of fitness		
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 gymnastics because it establishes core foundations in balance, body control, coordination and spatial awareness. After the summer break, this unit allows pupils to refocus on safe participation, listening skills and controlled movement. This builds directly on KS1 work around basic balances and travelling but increases expectations by introducing sequence creation, presentation and use of apparatus. Pupils move from performing isolated actions to linking movements together with fluency and control. Gymnastics prepares pupils for all later units by developing core strength, body awareness and the ability to control movement safely. It also sets clear behaviour expectations for safe use of space and equipment. Resources at this stage are primarily mats and	Tennis introduces net/wall game principles in a controlled and cooperative context. After developing body control in gymnastics, pupils now apply coordination skills to equipment handling and object control. This builds on KS1 throwing and catching but adds racket control, striking after a bounce and understanding of court space. It prepares children for more complex striking and tactical activities later in the year. The focus moves from individual movement quality to applying movement in relation to an opponent and space. Decision-making begins to develop through shot selection and placement. Resources shift from large soft balls and simple equipment to rackets and defined court spaces. Precision, tracking and reaction speed begin to increase.	Dance reintroduces creativity and expression while continuing to develop coordination and control. Positioned after tennis, it allows pupils to refine movement quality without equipment and deepen understanding of rhythm, timing and spatial relationships. This builds on KS1 creative movement but increases expectations through motifs, formation work and use of unison and mirroring. It also links strongly with Music and Science knowledge (skeletons and movement). Dance prepares pupils for teamwork, timing and performance confidence required later in invasion and striking/fielding games. Resources move from equipment-based learning back to body-based learning, emphasising expression, recall and compositional thinking.	Fitness is strategically placed mid-year to develop stamina, resilience and understanding of physical health. Having developed control and coordination in earlier units, pupils now focus on sustained effort and understanding how their bodies respond to exercise. This builds on KS1 experiences of active play but introduces structured circuits, work/rest phases and basic physiological understanding. It prepares pupils physically and mentally for the more demanding team units in the summer term. Resources shift towards circuit stations, timers and structured activities. Skills move from creative and technical performance to sustained physical application and self-evaluation	Hockey introduces invasion game principles in a controlled and developmentally appropriate way. By this point, pupils have developed coordination (gymnastics), object control (tennis), timing (dance) and stamina (fitness). They are now ready to apply these skills in team-based tactical contexts. This builds on KS1 simple team games but increases expectations through positional awareness, passing accuracy and movement into space. It prepares children for more complex invasion games in upper KS2 such as basketball and football. Resources now include sticks, balls and structured pitch areas. Skills progress from cooperative application to competitive application, with decision-making becoming more prominent.	Cricket concludes the year with striking and fielding principles. Pupils apply throwing, catching and spatial awareness developed earlier in the year. This builds directly on KS1 throwing and catching and on tennis striking skills. It introduces roles, teamwork and simple game strategy. Cricket consolidates hand-eye coordination while promoting tactical thinking in a less continuous, more reflective game structure. Resources evolve to include bats, wickets and defined fielding areas. Pupils move from cooperative play towards structured gameplay with scoring and officiating elements.



	low-level apparatus. Tasks are structured and highly scaffolded, focusing on precision rather than competition.					
Adaptations for LA/SEND pupils To streamline the document a bit, I suggest removing the spaces between paragraphs and putting the type of SEND need in bold to separate them. I have made the changes on this and the other Y3 LTP, but this will need doing for the other LTPs	Reduce the number of movements within a sequence, for example three movements instead of five. Use floor spots to show clear hand and foot placement. Focus on holding balances securely rather than increasing complexity. Provide visual movement cards and consistent adult modelling before independent attempts. For cognition and learning needs , pre-teach key vocabulary such as tuck, balance and tension. Chunk instructions so pupils focus on one movement at a time and use repetition stations to build confidence. For pupils with ASD , maintain a clear and predictable lesson structure. Provide individual mat spaces and use a visual lesson timeline to reduce anxiety. For pupils with ADHD , provide short, focused practice bursts and clear	Use larger foam balls and allow a catch after the bounce. Reduce the distance between pupils and focus on making consistent contact rather than direction. Emphasise successful rallies at a basic level. For cognition and learning needs , focus on one skill per lesson such as forehand only. Use colour-coded targets to support understanding. For pupils with ASD , ensure clear court boundaries and predictable rally routines. For pupils with ADHD , use quick rotation stations and provide personal rally targets to sustain motivation. For physical needs , provide lighter rackets and consistently allow a double bounce.	Encourage pupils to copy and repeat a modelled motif. Reduce movement counts from eight to four. Use freeze frames instead of continuous flowing sequences. For cognition and learning needs , provide movement prompt cards and a clear repetition structure. For pupils with ASD , mark personal space clearly and keep music transitions predictable. For pupils with ADHD , incorporate strong dynamic contrasts and assign leadership roles such as counting or leading warm-ups. For pupils with SEMH needs, allow performance in smaller groups and use structured positive feedback. For physical needs , adapt the movement, space, choreography and equipment expectations for the children.	Reduce activity duration, for example twenty seconds instead of forty. Focus on correct technique rather than speed. Use a visual timer to support pacing and understanding. For cognition and learning needs , use picture station cards and repeat the same circuit structure to build familiarity. For pupils with ASD , keep the station order consistent each week and provide a quiet regulation space if needed. For pupils with ADHD , include personal best challenges and measurable targets to maintain engagement. For physical needs , adapt exercises such as wall push-ups instead of floor push-ups and include seated strength variations.	Use larger balls and begin with static dribbling before movement. Reduce opposition pressure and widen goals to increase For cognition and learning needs , break skills down clearly into dribble, pass and stop. Demonstrate slowly and repeatedly. For pupils with ASD , define positional roles clearly and mark safe zones within the playing area. For pupils with ADHD , use small-sided games and frequent skill challenges. For physical needs , provide shorter sticks where appropriate and adapt activities to walking hockey if required.	Use softer balls and begin with static batting. Reduce throwing distances and introduce roll bowling before progressing to underarm. For cognition and learning needs , focus on one role per lesson and provide clear visual target zones. For pupils with ASD , maintain a clear rotation order and define safe fielding areas. For pupils with ADHD , provide high-involvement roles such as wicket keeper and include timed fielding challenges. For physical needs , use larger bats and provide bounce feeds instead of full bowling.



	start and stop signals. Assign purposeful roles such as equipment helper to maintain engagement. For physical needs, adapt balances to seated or supported variations. Use wedge mats for assisted rolls and reduce apparatus height where appropriate.					
Adaptations for GD pupils	Encourage pupils to include level changes within sequences. Introduce partner work using canon or unison. Focus on extension, control and pointed toes. Expect pupils to evaluate and refine performances using appropriate gymnastics vocabulary.	Introduce simple tactical awareness such as hitting into space. Encourage cooperative rallies of five to ten shots. Reduce bounce allowances and develop ready position and split-step awareness.	Encourage the addition of dynamics such as strong and light movements. Introduce canon or mirroring in group work. Develop formation changes and expressive performance linked clearly to theme or stimulus.	Increase repetitions or duration. Add combination movements that require coordination and control. Encourage pupils to track and analyse improvement and lead sections of the warm-up.	Introduce tackling timing and defensive positioning. Encourage passing into space and applying simple tactics. Use conditioned games such as requiring three passes before a goal is scored.	Introduce basic field placement decisions and encourage tactical batting into space. Progress to overarm bowling where appropriate and provide leadership opportunities such as scoring or captain roles.
Resources/approaches	Resources at this stage are primarily mats and low-level apparatus.	Resources shift from large soft balls and simple equipment to rackets and defined court spaces.	Resources move from equipment-based learning back to body-based learning	Resources shift towards circuit stations, timers and structured activities.	Resources now include sticks, balls and structured pitch areas.	Resources evolve to include bats, wickets and defined fielding areas.
Career links	Gymnastics Coach Elite Performance Coach PE Teacher Professional Gymnast Strength & Conditioning Coach Sports Scientist Performance Analyst Sports Therapist Physiotherapist Sports Rehabilitator Sports Medicine Practitioner	Tennis Coach High-Performance Coach Professional Tennis Player Umpire Line Judge Professional Match Official Tournament Organiser Event Manager Sports Development Officer Sports Psychologist Performance Analyst	Professional Dancer Choreographer Dance Teacher Performing Arts Teacher Creative Director Theatre Director Stage Manager Theatre Producer Arts Programme Leader Cultural Arts Coordinator Drama Therapist Movement Therapist Fitness Instructor	Personal Trainer Fitness Instructor Strength & Conditioning Coach Sports Scientist Exercise Physiologist Sports Nutritionist Physiotherapist Sports Rehabilitator Sports Therapist Sports Doctor Health & Wellbeing Coach	Sports Coach Elite Coach Community Sports Leader Referee Professional Match Official Team Manager Sports Development Officer Talent Development Officer Match Analyst Performance Strategist	Cricket Coach Batting Coach Bowling Coach Professional Cricketer Umpire Match Official Sports Statistician Performance Analyst Sports Journalist Sports Broadcaster Groundskeeper Sports Event Manager Competition Organiser



	Health & Safety Officer Sports Facility Manager Sports Programme Coordinator	Sports Broadcaster Sports Journalist Sports Marketing Executive Sports Manager Sports Agent Sports Lawyer Sports Governance Officer	Zumba / Aerobics Instructor Arts Entrepreneur Lighting Designer Costume Designer	Health Promotion Officer PE Teacher Performance Analyst	Sports Journalist Sports Broadcaster Sports Administrator Sports Governance Officer	Sports Agent Sports Administrator
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