

Year 3 Fitness Curriculum Link: Use running, jumping, throwing and catching in isolation and in combination		
Key Information	Learning	Key PE Skills
Unit	Previous Learning	Competing and Performing
Subject Name: PE Year Group: 3 Term: 2 (H1) Unit Name: Fitness	Year 2 fitness <ul style="list-style-type: none"> • Copy, repeat and remember actions and movements. • Run/jog at different paces, describing the different paces. • Run/jog a variety of distances and begin to select the most suitable pace and speed for the distance. • Begin to select the most suitable pace and speed for distance. • Use a variety of different stride lengths. 	<ul style="list-style-type: none"> • Compete against self and others in teams and individually in a controlled manner in a range of competitive activities.
Big Ideas	Year 6 Learning	Health and Fitness & Preparation
They will learn about different components of fitness; speed, stamina, strength, coordination, balance, and agility and improve their fitness levels.	<ul style="list-style-type: none"> • Run/jog a variety of distances, recognising speed and pace should be altered for the distance. • Understand the importance of adjusting running pace to suit the distance being run. • Create interesting body shapes while holding balances with control. • Begin to show flexibility in movements. • Travel using a range of direction and speed, with control, co-ordination and care. 	<ul style="list-style-type: none"> • Recognise and describe the effects of exercise on the body and begin to link this to why it is important to warm up and cool down. • Explain why exercise is good for your health, including strength and flexibility.
Key Information	Learning	Key PE Skills
Vocabulary	Future Learning:	Evaluation and Communication

<p>athlete sprint communication flexibility control co-ordination</p>		<p>Year 3 /4 /5 - athletics</p> <p>Year 6 - fitness</p> <ul style="list-style-type: none"> • Confidently and independently select the most appropriate pace for different distances and different parts of the run and make links to stamina. • Accelerate to pass other competitors. • Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. • Travel using a wide range of direction, speed and levels with control, co-ordination and care consistently. 	<ul style="list-style-type: none"> • Watch or describe performances of themselves and others - linking that to what to keep the same for next time and what to improve for next time and offer some improvements to others. • Use communication skills to illustrate what they are doing and begin to respond to others.
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Glossary

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