

Portfields Primary School Medium Term Plan

Phase – **Y3** Subje

Subject - **PE** Topic

Topic – Tag Rugby (invasion games) Te

Term – **Sum 1**

to apply and develop a broader range of skills, learning how to use them in different regiv communicating, collaborating and partie develop skills learning how to use them in different regiv communicating, collaborating and competing with each other. They should develop and range of simple tactics Select and apply a small range of simple tactics Show avareness of teammates and opponents in games Apply catching and throwing their own success. Pupils should be taught of 2 plays competitive games with previous ones and games and apply catching and parties in solution of the rowing towards player in games Show ready position to catch a ball to compare their previous ones and games and apply catching and throwing their own success with previous ones and games and opponents in games Show ready position to catch a ball to compare their previous ones and games and opponents in games Show ready position to catch a ball to compare their games and apply catching and throwing their own success with previous ones and games and poponents in games Show ready position to catch a ball to compare their games and poponents in games Show ready position to catch a ball to compare their games and poponents in games Show ready position to catch a ball to compare their games and poponents in games Show ready position to catch a ball to compare their games and poponents in games Show ready position to catch a ball to compare their games and poponents in games Show ready position to catch a ball to catching and bowling Show ready position to catch a ball to defend games and poponents in games Show ready position to catch a ball to defend games and poponents in games Show ready position to catch a ball to defend games and poponents in games Show ready position to catch a ball to defend games and poponents in games Show ready position to catch a ball to defend games and poponents in games Show ready position to catch a ball to defend games and poponents in games Show ready position to catch a ball to defend games and poponents in games Sh	National Curriculum	Prior Kno	wledge / Skills	Key Q	uestions	Assessment Statements	Key Voca	abulary	
understanding of now to improve in different physical activities and sports and learn how to evaluate and recognise their own success. skills to games Reace on success Recognise when you need to defend Develop skills to use in isolation and in competitive play e.g. throwing, catching and bowling Technical Vocabulary Retater on Adapt rulk for certain Try different Count dis Pupils should be taught to: 1) use running, jumping, throwing and catching in isolation and in combination 2) play competitive games, modified where appropriate, and apply basic principles suitable for attacking and demonstrate improvement to achieve Make attempts to catch balls coming towards player in games Show ready position to catch a ball Equipment Vary size, size, size, size, coming towards player in games	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an	Work with a small groups Link combine e.g. dribbling Select and a range of sim Show aware teammates a games	partner and in s to develop skills ations of skills g and passing apply a small aple tactics eness of and opponents in	Key Q	Questions	Send and receive a ball with some consistency to keep possession Sometimes move into space to receive the ball Use recognised passes in isolation e.g. chest pass for netball or kicking with the inside of the foot for football Play using basic rules of recognised game e.g. hockey or football Work as part of a team to attack			Task (what is h
Vary size, add/remo games Wake attempts to catch balls coming towards player in games Show ready position to catch a ball balls: lighter tr elarger ar social social balls: elarger ar e-Certain C Bats: elarger ar e-Certain C Bats: elarger ar e-Certain C Bats: elarger ar e-Certain C Bats: elarger ar e-Certain C Bats: elarger ar e-Certain C Bats: elarger it elarger it ela	understanding of how to improve in different ohysical activities and sports and learn how to evaluate and recognise their own success.	skills to gam Begin to lool pass to or ru receive	hes k for space to un to in order to	-		Recognise when you need to defend Develop skills to use in isolation and in competitive play e.g. throwing, catching and bowling	Technical V	ocabulary	Easier – simplify th Rotate roles / allo Adapt rules for pla for certain players Try different ways Use different targe Count distance hit
defending Image: Compare their 3) compare their People ('Working in Different/ performances with Different/ previous ones and Own space demonstrate Total num improvement to achieve Image: Compare their	to: 1) use running, jumping, throwing and catching in isolation and in combination 2) play competitive games, modified where appropriate, and apply basic principles suitable	coming towa							Vary size, weight, add/remove obsta Balls: •lighter travel slov •larger are easier •softer/ slightly de •Certain colours a
	defending 3) compare their performances with previous ones and demonstrate improvement to achieve								People (who is i Working independ Different/same rol Own space, big sp Total number of p numbers number

Lesson 1 Flashback Four (know / show)	Lesson 2 Flashback Four (know / show)	Lesson 3 Flashback Four (know / show)	<u>Lesson 4</u> Flashback Four (know / show)	Lesson 5 Flashback Four (know / show)	Lesson 6 Flashback Four (know / show)
Last Lesson NA	Last Lesson	Last Lesson	Last Lesson	Last Lesson	Last Lesson
Last Topic	Last Topic	Last Topic	Last Topic	Last Topic	Last Topic



Possible adaptions

es

e is the activity happening):

- e, floor level based games have different requirements to ties
- ace gives more reaction time, less space demands higher skill rels eg dodging, marking is easier in restricted space It of a barrier
- or a darrie
- ireas
- target areas
- loser / further away
- xclusive to one player to give as much thinking time as

happening):

- the rules, harder introduce more rules
- llocate specific roles eg shooter
- players eg allow more time with the ball, scores count double ers
- ays of playing seated, standing, lying
- irgets
- hit rather than runs

what is being used):

- ht, colour, texture, shape, environment, playing surface, stacles
- lower in the air
- ier to see
- deflated are easier to catch, travel slower on the floor s are easier for people with visual impairment
- sier to hit the ball with a larger surface area to manipulate
- hed bat enables player with little grip to participate

is involved):

endently, in pairs, in groups, in teams, with friends roles. Similar/different size, similar/different ability space, small space, restricted space, open space of people is reduced, number of people on one side out er on other

Learning Objective	Learning Objective	Learning Objective	Learning Objective	Learning Objective	Learning Objective
LO: To travel with the ball.	LO: To keep in a horizontal line with others	LO: To catch the ball whilst on the move.	LO: To defend by removing a player's tag.	LO: To work together with others.	LO: To play games against others that
	when running.				require tactics to be used to try score.
Success Criteria		Success Criteria	Success Criteria	Success Criteria	
	Success Criteria				Success Criteria
Star Knowledge		Star Knowledge	Star Knowledge	Star Knowledge	
	Star Knowledge			_	Star Knowledge
					_