




ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: Key Skills (Games)

YEAR GROUP: 3

TERM: Autumn 1

<p>Vocabulary</p> <ul style="list-style-type: none"> • Chest pass • Bounce pass • Shoulder pass • Underarm • Overarm • Dribble • Pass • Receive • Travel • Attack • Defend • Positioning • Space • Control • Accuracy 	<p>Skills</p> <ul style="list-style-type: none"> • Throw and catch with greater control and accuracy. • Practise the correct technique for catching a ball and use it in a game. • Perform a range of catching and gathering skills with control. • Throw a ball in different ways (e.g. high, low, fast, slow). • Move with the ball in a variety of ways with some control. • Use two different ways of moving with a ball in a game. • Pass the ball in two different ways in a game situation with some success. • Find a useful space and get into it to support teammates. • Use simple attacking and defending skills in a game. • Develop the quality of the actions in their performances. • Perform learnt skills and techniques with control and confidence. 	<p>What we already know</p> <ul style="list-style-type: none"> • At KS1, children have previously practised basic throwing and catching skills. They have practised passing, kicking and dribbling skills and applied these to small sided games.
<p>Illustration</p> 	<p>Application/ Outcomes</p> <ul style="list-style-type: none"> • To practise all of the above skills in isolation and apply them in small sided games. • Teachers to use this unit as a baseline assessment to underpin all future games units. 	<p>Concepts</p> <ul style="list-style-type: none"> • Passing • Receiving • Throwing • Catching • Dribbling • Positioning • Attacking • Defending
<p>Other/Cross Curricular Links with English/Maths</p> <ul style="list-style-type: none"> • Maths – direction, fractions -when using a bounce pass. • PSHCE – turn taking, working with peers, cooperation. 	<p>Adaptation for SEND</p> <ul style="list-style-type: none"> • Adapted equipment e.g. size of balls • Simplified skills / adapted practices • Practising skills in isolation • Shorter distances / reduced playing area • Less people in game situations • Selective learning partners • Adult support 	