

Topic: PE	Year group	Term
Learn to Compete, Compete to Learn	Year 3	Autumn 1 8 sessions

Background knowledge

Learn to Compete, Compete to Learn is a programme developed by Create Development.

Resources are available in school, speak to Paula or Barbara if you're unsure of where to find them.

This unit will use skills which children have previously learned, and focus on applying them into a competitive situation. This will involve the children competing against both themselves (achieving a Personal Best) and other. Refer to our School Games Values (displayed in the hall) throughout - passion, self-belief, respect, honesty, determination, honesty.

Follow whole (game), part (skill), whole (game) planning model - have a go at a game, practise a skill, have another go at the game.

Games can be differentiated by using the STEP model:

- Space - increase or decrease distance or playing space
- Time - give a time limit or allow longer between passes etc
- Equipment - use balloons, scarves, ribbons to make catching easier and smaller balls for a challenge
- People - more or fewer players in a game

What should I already know?

- I can score accurately in a game
- I can move changing speed and direction easily
- I can move and stop safely
- I can use throwing, catching and kicking in a game.
- I can decide the best space to be in during a game e.g. to deliver, intercept, receive
- I can follow rules of a game
- I can use simple tactics in a game.

National Curriculum Objectives / Key Skills	The Journey
To use running, jumping, throwing and catching in isolation and in combination To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <u>Competition skills</u> • I can show resilience • I can beat my Personal Best • I can work as a team • I can accept winning and losing • I am aware of space and use it to support team mates and to cause problems for the opposition • I know and use rules fairly	Use whole-part-whole model of planning. Have a go, practise a skill, have another go. 1. To show resilience during a challenge. 2. To react positively to losing or finding something hard. 3. Work well in a team and accept decisions or defeats. 4. To embrace a challenge. 5. To take turns and accept winning and losing. 6. I can play in a small team and accept winning and losing. 7. To play in a small team and cooperate with others. 8. To react positively to losing or finding something hard.

Outcomes
Working towards: I can follow the rules in a game. I can beat my Personal Best. I can work with others. Expected: I can apply the principles of attacking, defending and scoring. I can show determination to beat my personal best. I can support others to achieve their personal best. I can work in a team to beat a score. Exceeding: I can use tactics and space effectively in a game of tag rugby. I can help others to achieve their personal best by giving advice and offering support. I can work effectively in a team, using tactics to beat a score.

Key Vocabulary	Timeline / Diagrams
----------------	---------------------

Personal Best - your highest score so far Resilience - being able to recover from a loss and try again Determination - making a decision and sticking to it Win - to be successful against another person or team Lose - to be unsuccessful against another person or team Team - two or more players working together Opposition - the other team Tactics - a carefully planned action or strategy with an end goal in mind Defender - a player preventing the other team from scoring Attacker - a player aiming to score a goal	
---	--

Key people / places

Assessment questions / outcomes
What was your score? How could you beat your score? Did you improve your score that time? How? How could we work better as a team? Can you think of any tactics to help you/your team? How can we react positively to winning and losing? How can we show good sportsmanship when we win and lose?