ST PHILOMENA'S PRIMARY SCHOOL
PE MEDIUM TERM PLANNING · YEAR 3
2026 – 2027

AUTUMN 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
UNIT / FOCUS	FIRST PE LESSON · Core real PE Unit 1 - Personal · Footwork One leg balance						
LEARNING BEHAVIOUR	Learning behaviour: · Personal – Know where I am in my learning						
LESSON OUTLINE	PB challenge – Matching pairs.	Footwork Follow the leader	PB challenge – Matching pairs.	PB challenge – Balloon balance.	Mirror challenge – 1 leg.	PB challenge – Balloon balance.	Consolidate and review.
LEARNING OBJECTIVE	I can move with balance and control throughout. I can move with smooth, fluid movements. I can move well in both directions/on both sides.	I can move with balance and control throughout. I can move with smooth, fluid movements. I can move well in both directions/on both sides.	I can move with balance and control throughout. I can move with smooth, fluid movements. I can move well in both directions/on both sides.	I can balance with minimum wobble (control). I can balance with standing foot still. I can balance with non-standing foot off the floor.	I can balance with minimum wobble (control). I can balance with standing foot still. I can balance with non-standing foot off the floor.	I can balance with minimum wobble (control). I can balance with standing foot still. I can balance with non-standing foot off the floor.	—
CURRICULUM LINKS	**develop flexibility, strength, technique, control and balance. • compare their performances with previous ones and demonstrate improvement to achieve their personal best.**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

ST PHILOMENA'S PRIMARY SCHOOL
PE MEDIUM TERM PLANNING · YEAR 3
2026 – 2027

AUTUMN 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
UNIT / FOCUS	SECOND PE LESSON · Real gym Unit 1 - Personal · Travel/rotation						
LEARNING BEHAVIOUR	Learning behaviour: · Personal – Know where I am in my learning.						
LESSON OUTLINE	Mapping pathways (Year 3)	Mapping pathways (Year 3)	Mapping pathways (Year 3)	Beanbag rolls (KS2)	Beanbag rolls (KS2)	Beanbag rolls (KS2)	Consolidate and review.
LEARNING OBJECTIVE	I can move with good posture. I can move smoothly and fluently. I can perform accurate movement patterns.	I can perform accurate movement patterns. I can move with good posture. I can keep apparatus in motion throughout (where appropriate).	I can perform accurate movement patterns. I can move with good posture. I can keep apparatus in motion throughout (where appropriate).	I can maintain an accurate shape throughout. I can move smoothly and fluently. I can remain balanced throughout.	I can rotate with control. I can move smoothly and fluently. I can move in coordination with my partner(s).	I can rotate with control. I can move smoothly and fluently. I can move in coordination with my partner(s).	—
CURRICULUM LINKS	**develop flexibility, strength, technique, control and balance**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

ST PHILOMENA'S PRIMARY SCHOOL
PE MEDIUM TERM PLANNING · YEAR 3
2026 – 2027

AUTUMN 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
UNIT / FOCUS	FIRST PE LESSON · Core real PE Unit 2 - Social · Jumping and landing Seated balance						
LEARNING BEHAVIOUR	Learning behaviour: · Social – Share ideas						
LESSON OUTLINE	PB Challenge Developing jumping combinations.	Follow the leader (stepping stones).	PB Challenge Developing jumping combinations.	PB Challenge Exchange objects.	Exchange objects in 4s.	PB Challenge Exchange objects.	Consolidate and review.
LEARNING OBJECTIVE	I can achieve good take off and height. I can land with balance and control. I can land softly and quietly.	I can achieve good take off and height. I can land with balance and control. I can land softly and quietly.	I can achieve good take off and height. I can land with balance and control. I can land softly and quietly.	I can balance with feet and hands off the floor throughout. I can balance with minimum wobble. I can maintain balance without strain.	I can balance with feet and hands off the floor throughout. I can balance with minimum wobble. I can maintain balance without strain.	I can balance with feet and hands off the floor throughout. I can balance with minimum wobble. I can maintain balance without strain.	—
CURRICULUM LINKS	**develop flexibility, strength, technique, control and balance • compare their performances with previous ones and demonstrate improvement to achieve their personal best.**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

ST PHILOMENA'S PRIMARY SCHOOL
PE MEDIUM TERM PLANNING · YEAR 3
2026 – 2027

AUTUMN 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
UNIT / FOCUS	SECOND PE LESSON · Real dance Unit 1 - Social · Shapes/circles/artistry/ partnering						
LEARNING BEHAVIOUR	Learning behaviour: · Social – Share ideas						
LESSON OUTLINE	Dance shapers.	Turning, moving, jumping.	Dancing together is twice as much fun.	You turn me round.	Silky smooth, circle move.	The show must go on.	Consolidate and review.
LEARNING OBJECTIVE	I can perform with balance and control when holding a shape and when moving between shapes / landing. I can perform a range balance positions on the floor and with different leg positions creating challenge to core strength. I can perform a variety of smooth, fluent movements when moving between shapes.	I can demonstrate an understanding of how circles move the body. I can perform a diverse range of circle moves, including jumps and turns. I can perform exact, repeatable movements, inlcuding circles and half-circles rather than ovals.	I can perform a range of partner standing and floor shapes. I can perform with balance and control both when holding shapes and when moving between shapes. I can perform a variety of smooth, fluent movements when moving between shapes.	I can perform a diverse range of movements led by circles with a partner. I can demonstrate strong start and finish positions. I can perform a variety of partner work in unison, mirroring each other and in canon.	I can perform a range of body movements demonstrating moving like silk. I can perform a diverse range of moves, including linking silk moves with shapes and circles. I can smoothly and fluently when transitioning between moves.	I can perform a variety of shapes, circles and silk moves with balance and control. I can develop a sequence of movements including shapes, circles, silk moves and partnering. I can perform clear start and finish shapes with an understanding of how they can be used to impact the choreography.	—
CURRICULUM LINKS	**develop flexibility, strength, technique, control and balance • perform dances using a range of movement patterns**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

ST PHILOMENA'S PRIMARY SCHOOL
PE MEDIUM TERM PLANNING · YEAR 3
2026 – 2027

SPRING 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
UNIT / FOCUS	FIRST PE LESSON · Core real PE Unit 3 Cognitive · Dynamic balance Ball skills					
LEARNING BEHAVIOUR	Learning behaviour: · Cognitive – recognize success.					
LESSON OUTLINE	PB challenge 3 limb race.	Raise the level.	PB challenge 3 limb race.	PB challenge Getting around us.	All routes.	PB challenge Getting around us.
LEARNING OBJECTIVE	I can move smoothly and with minimum wobble. I can maintain balance on the line with head up. I can coordinate to move with opposite arm and leg moving forwards.	I can move smoothly and with minimum wobble. I can maintain balance on the line with head up. I can move with opposite arm and leg moving forwards.	I can move smoothly and with minimum wobble. I can maintain balance on the line with head up. I can move with opposite arm and leg moving forwards.	I can maintain control of the ball. I can move the ball in both directions. I can move the ball smoothly and fluently.	I can maintain control of the ball. I can move the ball in both directions. I can move the ball smoothly and fluently.	I can maintain control of the ball. I can move the ball in both directions. I can move the ball smoothly and fluently.
CURRICULUM LINKS	**use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance • compare their performances with previous ones and demonstrate improvement to achieve their personal best.**					
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.					

ST PHILOMENA'S PRIMARY SCHOOL
PE MEDIUM TERM PLANNING · YEAR 3
2026 – 2027

SPRING 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
UNIT / FOCUS	SECOND PE LESSON · Real gym Unit 2 - Cognitive · Flight/balance					
LEARNING BEHAVIOUR	Learning behaviour: · Cognitive – recognize success					
LESSON OUTLINE	3 jump challenge.	Learning to fly.	Flight sequences.	Mirror, mirror (using apparatus).	Apparatus sequences.	Apparatus sequences.
LEARNING OBJECTIVE	I can perform an accurate preparation phase. I can create a clear shape during flight. I can land quietly and in balance.	I can perform an accurate movement pattern and preparation phase. I can create a clear shape during flight. I can land quietly and in balance.	I can perform an accurate movement pattern and preparation phase. I can create a clear shape during flight. I can land quietly and in balance.	I can balance with control (minimum wobble). I can balance with supporting foot still. I can hold the balance for at least 3 seconds.	I can balance with control (minimum wobble). I can balance with supporting foot still. I can hold the balance for at least 3 seconds.	I can balance with control (minimum wobble). I can balance with supporting foot still. I can hold the balance for at least 3 seconds.
CURRICULUM LINKS	**develop flexibility, strength, technique, control and balance**					
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.					

ST PHILOMENA'S PRIMARY SCHOOL
PE MEDIUM TERM PLANNING · YEAR 3
2026 – 2027

SPRING 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
UNIT / FOCUS	FIRST PE LESSON · Core real PE Unit 4 - Creative · Sending and receiving Counter balance				
LEARNING BEHAVIOUR	Learning behaviour: · Creative – respond differently.				
LESSON OUTLINE	SPORTS DAY	Removal team.	I can send and receive with fluency/rhythm throughout.PB challenge Juggle challenge	PB challenge Roller Ball.	Lean on me.
LEARNING OBJECTIVE	—	I can send with good accuracy and weight. I can get in a good position to receive. I can collect the ball safely.	I can send with good accuracy and weight. I can get in a good position to receive. I can collect the ball safely.	I can maintain balance throughout. I can move smoothly and with control. I can coordinate movements with my partner.	I can maintain balance throughout. I can move smoothly and with control. I can coordinate movements with my partner.
CURRICULUM LINKS	**use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance**				
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.				

ST PHILOMENA'S PRIMARY SCHOOL
PE MEDIUM TERM PLANNING · YEAR 3
2026 – 2027

SPRING 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
UNIT / FOCUS	SECOND PE LESSON · Cross curricular orienteering Y3 - Orienting the map					
LESSON OUTLINE	Orienteering a cone map – Navigate the cones 1	Orienteering a cone map – Navigate the cones 1	Orienteering the school map – Map games	Orienteering the school map – Route choice (STAR)	— Orienteering the school map – Route choice (SCORE)	
LEARNING OBJECTIVE	I can orient a cone map to navigate accurately.	I can orient a cone map to navigate accurately.	I know how and why to orient the school orienteering map.	I can plan and follow an effective route from the start to a control using map features.	I can plan and follow an effective route using map features to complete all legs of a SCORE orienteering course.	
CURRICULUM LINKS	**take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.**					
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.					

ST PHILOMENA'S PRIMARY SCHOOL
PE MEDIUM TERM PLANNING · YEAR 3
2026 – 2027

SUMMER 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	REVIEW
UNIT / FOCUS	FIRST PE LESSON · SWIMMING: SECOND LESSON · Core real PE Unit 5 - Physical · Reaction and response Floorwork						
LEARNING BEHAVIOUR	Learning behaviour: · Physical – perform and repeat.						
LESSON OUTLINE	PB Challenge Quick off the mark.	Copy your partner.	PB Challenge Quick off the mark.	PB Challenge Cone transfer.	Hoop limbo.	PB Challenge Cone transfer.	Consolidate and review.
LEARNING OBJECTIVE	I can react and move quickly. I can catch the ball consistently. I can slow down with control after catching.	I can react and move quickly. I can catch the ball consistently. I can slow down with control after catching.	I can react and move quickly. I can catch the ball consistently. I can slow down with control after catching.	I can maintain balance throughout. I can balance and hold the correct position, for example, back straight. I can balance with control when changing balance/position.	I can maintain balance throughout. I can balance and hold the correct position, for example, back straight. I can balance with control when changing balance/position.	I can maintain balance throughout. I can balance and hold the correct position, for example, back straight. I can balance with control when changing balance/position.	—
CURRICULUM LINKS	**use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

ST PHILOMENA'S PRIMARY SCHOOL
PE MEDIUM TERM PLANNING · YEAR 3
2026 – 2027

SUMMER 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
UNIT / FOCUS	FIRST PE LESSON · SWIMMING: SECOND LESSON · Core real PE Unit 6 – Fitness · Ball chasing Stance						
LEARNING BEHAVIOUR	Learning behaviour: · Health and fitness – know how and why the body changes.						
LESSON OUTLINE	PB Challenge Tunnels.	Develop ball chasing combinations.	PB Challenge Tunnels.	PB Challenge Balance transfer.	Mirror challenge.	PB Challenge Balance transfer.	Consolidate and review.
LEARNING OBJECTIVE	I can start and stop quickly. I can arrive in the correct position to collect the ball (timing). I can collect the ball with balance/control.	I can start and stop quickly. I can arrive in the correct position to collect the ball (timing). I can collect the ball with balance/control.	I can start and stop quickly. I can arrive in the correct position to collect the ball (timing). I can collect the ball with balance/control.	I can balance with both feet facing forwards. I can balance with feet still. I can balance with minimum wobble (control).	I can balance with both feet facing forwards. I can balance with feet still. I can balance with minimum wobble (control).	I can balance with both feet facing forwards. I can stay on the line/low beam throughout. I can balance with minimum wobble (control).	—
CURRICULUM LINKS	**use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						