



St. Mel's Catholic School

Physical Education Guidelines

Grade Three

Students by now have a strong enough self image to tolerate differences in how others react to them and are able to make well-defined combinations of movements. Reacting and responding to others is the main theme at this stage.

Movement Skills and Movement Knowledge

At this stage motor ability increases as they gain better control. They are able to begin a concept of the order of a sequence in a movement. Students are willing to experiment with and explore alternative movements.

- Chase, flee, and move away from others in a constantly changing environment.
- Jump continuously forward-turning rope and backward turning rope.
- Balance while moving on a ground level balance beam.
- Perform a line dance, a circle dance, and a folk dance with a partner.

Manipulative Skills

- Catch, while moving, an object thrown by a stationary partner.
- Roll a ball for accuracy toward a target.
- Throw a ball using the overhand pattern with increasing accuracy.
- Throw and catch a ball or object with a partner, increasing distance and maintain accuracy.
- Kick a ball to a stationary partner using the inside of the foot.
- Hand-dribble a ball continuously while moving around obstacles.
- Foot-dribble a ball continuously while moving around obstacles.

Health and Performance

- Explain the importance of warm-up and cool-down exercises and their effect on the body.
- Perform increasing numbers of abdominal curl-ups and push-ups.
- Describe the relationship between the heart, lungs, muscles, blood, and oxygen during physical activity.
- Explain that a stronger heart muscle can pump more blood with each beat.

Self Image

At this stage children begin to express themselves by creating new movement patterns involving time, space, and flow. They identify their feelings and successes through activities that bring them joy through active play.

- Set a personal goal to improve a motor skill and work toward that goal in nonschool time.
- Demonstrate respect for individual differences in physical abilities.
- Use appropriate cues for movement and positive words of encouragement while



St. Mel's Catholic School

Physical Education Guidelines

coaching others in physical activities.

Social Development

Students learn to handle individual responsibilities and to resolve personal differences through play. They become more capable of working together for a common goal as they

grow in their ability to cooperate and take turns. The formation of mixed gender groups should be encouraged.

- Accept the feelings resulting from challenge, success, and failure in physical activity.
- Play and assist others in activities in groups of three to five.
- Work in pairs or small groups to achieve an agreed-upon goal.
- Resolve conflicts in socially acceptable ways, with mutual benefit as the goal.