

Year 3 – Physical Skills	
Running	<ul style="list-style-type: none"> Able to run with control and fluency Able to run at different paces Beginning to develop an understanding that different activities will need different paces of running Beginning to understand and show the correct technique for running Be able to run for sustained periods of time at a pace suitable for their fitness levels.
umping	<ul style="list-style-type: none"> Perform a straight/ star and tuck jump with control Shows a good understanding of the basic technique for jumping (using arms, looking forward, bending knees for take-off and landing) Able to perform with control and distinguish between jumping, hopping and leaping
Throwing	<ul style="list-style-type: none"> Throwing a bean bag/small ball using an Underarm throw (One hand) Chest pass/ Bounce pass/ Overhead pass with basketball/ netball Able to throw a rugby ball with some accuracy To know how to perform an overarm throw correctly and do so with improving technique. To pass and then move into space to receive the ball again. Able to perform a 'push throw' in athletics with the correct technique
Catching	<ul style="list-style-type: none"> Able to catch a small ball or bean bag with two hands Able to catch a basketball as part of dribbling Able to catch a bouncing basketball Able to catch a rugby ball Able to pick up a rugby ball using correct hand placement Able to retrieve a rolling ball
Kicking	<ul style="list-style-type: none"> Able to kick a football using the side foot technique Able to pass the ball accurately when practising and make good decisions when choosing when, where and how to pass within a game. Able to kick a football over a longer distance Able to dribble a football using small touches with two feet To change speed and direction when dribbling a ball in games. To pass and then move into space to receive the ball again.
Agility	<ul style="list-style-type: none"> Able to change direction quickly when running To perform simple dodging movements successfully to receive a pass and use signalling to communicate to team members.
Balance	<ul style="list-style-type: none"> Able to adopt a range of standing positions when preparing to hit a ball
Co-ordination (Striking)	<ul style="list-style-type: none"> Able to confidently move a tennis ball along the floor using a tennis racket Able to push a tennis ball along the floor to a partner with some accuracy Can hold a tennis racket using the correct grip, describing the key points. To know the difference between a forehand and backhand shot and perform each with some control and accuracy. Can hold a hockey stick correctly Can move a small ball successfully using a hockey stick Beginning to be able to use a hockey stick to pass a small ball to a stationary target Able to hit a tennis ball using a range of bats (Rounders, cricket, tennis) when using a tee
Dance	<ul style="list-style-type: none"> To explore and create movements which represent different pirate actions, performing the set piece in unison. To know what the term Canon is and plan a short routine which incorporates this. To create movements related to 'searching for treasure' which are performed at different speeds. To create different movements and a short routine with a partner which includes the idea of 'push and pull' and 'under and over' relationships. To plan and choreograph the end section of the dance with a partner
Gymnastics	<ul style="list-style-type: none"> To develop a range of standing and lying shapes To adapt travelling movements when moving on floor or apparatus. To develop a high quality of movement when performing a range of jumping actions. To link and move between different balances, showing control. To perform rocking actions using a dish to arch roll and tucked dish. To perform a range of sideways rolls with good control and body tension. To perform a forward roll with the correct technique.

Year 3 Progression Overviews
Physical – Thinking – Social and Emotional

Year 3 Thinking Skills	
Self - Reflection	<ul style="list-style-type: none"> To recognise what they have done well and how to improve upon their own and others technique. To describe the correct way a skill should be performed and suggest ways control could be improved. To identify whether they have used the correct pass at the correct time. To evaluate the accuracy of their passing or shooting and suggest ways of improving it. To describe and evaluate how effective their individual and team performance has been within a game. To explain what they need to practise to help their team improve.
Collaboration	<ul style="list-style-type: none"> To know how to improve their own and others technique. To describe the correct technique for the rugby passes and use knowledge to help others improve.
Attacking and Defending	<ul style="list-style-type: none"> To describe the correct technique for the different types of passes and use knowledge to help others improve. To describe how creating space has affected their ability to keep possession as a team. To understand when to use the underarm and overarm throw. To understand their role and explain how to improve their skills when their team have possession (attacking) and when the opposition have possession (defending). To use basic tactics, including identifying space, to keep possession of the ball in a team game. To understand how creating space has affected their ability to keep possession as a team. To identify when they are in the correct position to receive the ball. To use their knowledge of the rules and techniques to make simple tactical decisions. To explain what skills and tactics they can use to help their team keep possession of the ball
Game Based Learning	<ul style="list-style-type: none"> To understand how and why to move their body to increase chances of successfully catching the ball. To describe how children retrieve the ball, suggesting ways this can be improved. To understand the importance of a READY position before striking the ball/shuttle. To understand how to control the direction of the ball using the racket. To know when to use the forehand and backhand depending upon the position of the ball/ shuttle. To know how to adapt the rules and games if necessary and describe how their team can improve their chances of scoring.
Creativity	<ul style="list-style-type: none"> To practise and refine the set piece, focusing on timing and unison. To describe the movements included in their routine and how canon, was used using descriptive language. To identify the different speeds used in the dance, stating how they made the action better or more dramatic. To evaluate how another group has used relationships to help tell a story, making basic suggestions on how this could be improved. To improve the quality of their own and others performance by focusing on one aspect at a time. To compare different performances and comment on similarities and differences To watch a range of performances and comment on which they like best and why To make simple suggestions to help improve a performance. To discuss how they have improved their own performance. To use appropriate and specific language when describing a skill, routine or performance.

Year 3 Social and Emotional Skills					
Linking Actions	Gymnastics	Keeping Possession	Dance	Sending and Receiving	Athletics
Being a Critical Thinker		Recognising Success		Being a Responsible Learner	
<ul style="list-style-type: none"> To be able to compare their performance to other people's To give possible reasons why something did not go right To understand the difference between critical thinking and being unkind. 	<ul style="list-style-type: none"> To be able to think about what they have done well To be able to identify something they have achieved To be able to identify where they can improve a given skill or performance 	<ul style="list-style-type: none"> To be able to think about what they have done well To be able to identify something they have achieved To be able to tell someone else what they have done well 	<ul style="list-style-type: none"> To understand it is ok to accept praise To be able to recognise success against a given criteria for the lesson or skill To understand what the word resilience means and identify how this could be shown in PE 	<ul style="list-style-type: none"> To identify potential dangers around us in PE and decide on key rules to keep us safe To identify how they can keep themselves safe in a PE lesson To identify my role in keeping other people safe in a PE lesson 	<ul style="list-style-type: none"> To evaluate how safe a lesson has been To be able to give good advice and feedback when given a criteria to look for To identify 3 things responsible learners always do
Year 3 Healthy Active Lifestyle Skills					
<ul style="list-style-type: none"> To understand how a warm-up is to prepare the body for exercise. To know when the body is cool, warm, and hot and to know what the terms Heart Rate, Breathing Rate and Temperature Control mean. To compare and comment on heart rates when resting and during activity. 	<ul style="list-style-type: none"> To know how to develop stamina and fitness and how games can help with this. To understand why improving strength and flexibility will help improve their performance. To work safely and effectively on their own and with a partner 	<ul style="list-style-type: none"> To know why heart rate, breathing rate and temperature change during exercise. To know the immediate effects of exercise on the body. To know the effects that a cool down can have on the body and mind and notice how a cool down changes their heart rate 	<ul style="list-style-type: none"> To know how to develop stamina and fitness and how games can help with this. To understand why improving strength and flexibility will help improve their performance. To work safely and effectively on their own and with a partner 	<ul style="list-style-type: none"> To compare and comment on heart rates when resting and during activity. To know why heart rate, breathing rate and temperature change during exercise. To understand which parts of the body are particularly important for a given activity 	<ul style="list-style-type: none"> To know what the term agility means and why it is needed in games. To know what the term speed means and why it is needed in games. To know what the term stamina means and why it is needed in games.