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|  | **Developing Skills** | **Application of Skills** | **Evaluation of Performance** |
| **Gymnastics** | **Year 3 children** will focus on improving the quality of their movements Eg. Stretching fingers and pointing toes, helping them achieve extension.  **TRAVELLING** – focus on developing quality travel actions with hands and feet and feet only.  **BALANCING** – focus on developing balances on 1,2,3 or 4 points. (Small body parts)  **JUMPING** – focus on developing quality of jumping actions 2:2, 2:1, 1:2 Practice straight jump, star jump and tucked jump in the air.  **ROLLING** – focus on developing quality in all the different rolling actions from KS1.  **APPARATUS** – choose appropriate apparatus for travelling and balancing on. Use all actions on the floor and on, against, over and along the apparatus. | Create and perform sequences of 6 actions Smoothly using a range of gymnastic skills taught, with a clear starting position and finishing position.  Be able to develop flow by linking body actions.  Teach a sequence to a partner or small group and copy it. | Children will describe and comment on their own performance – what they do best, what they find difficult.  Evaluate partners sequence against an agreed success criteria.  Children will know what they need to do to improve. |
| **Dance** | To create movement to a stimulus.  To explore and improvise ideas for dances in different styles, working on their own, with a partner or in a group.  To create and link dance phrases using a simple dance structure or motif.  **Heroes and Rock and Roll** | Perform dances expressively, using a range of performance skills.  Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. | Children describe and evaluate some of the compositional features of dances performed with a partner and in a group.  Discuss how they might improve their dances and refine and develop their own and others’ work. |
| **FMS Games** | The children should have mastered most of the FMS from KS1 and start to develop sport specific skills and perform them with some accuracy.  Running, dodging and feinting. Chest pass, bounce pass and swing pass catching a small ball. Push, sling and pull throws, hop, step and jump (athletics) Bowling underarm, overarm throw, striking a ball and field a ball and return quickly. | Develop simple attacking skills in a 3v1 invasion game.  Apply the FMS taught and apply to a variety of net and wall and striking and fielding activities.  Begin to move into a space to receive a ball and pass to a player in a space.  Create simple tactics to outwit. | Children will describe and comment on their own performance, what they did well and what they found difficult.  Children will describe and comment on classmates' performances based on agreed success criteria.  Children will know what they need to do to improve. |
| **OAA** | Improving the ability to work with and trust others through a variety of activities: Trusting balance and blindfold walk. Working cooperatively to complete a journey. Practice self-discipline when following trails and recording found object on the control card – photo find. | Orientate the map and complete the counting cones challenge. Know where they are on a map by matching names with symbols, using a variety of different routes. | Children describe and comment on how they worked with others.  Children will discuss any improvements that may need to be made in the areas of communication, trust and self-discipline. |
| **Swimming** | Year 3 go swimming during the Autumn and Spring Terms |  |  |