



Hill View Progression Map – Year 3

| <p><u>Thinking</u></p>  | <p><u>Emotional Intelligence</u></p>  |
|--|---|
| <p>Use a greater variety of equipment.</p> <p>Show resilience when faced with new actions</p> <p>Show a good awareness of others in running, chasing and avoiding games</p> <p>React to situations in a way that helps their partners and makes it difficult for their opponents</p> <p>Understand the difference between attacking and defending</p> <p>Know how and when to change speed and direction</p> <p>Begin to understand positional play: attacker/defender</p> <p>Begin to make decisions to outwit the opponent</p> <p>Begin to understand why it is important to warm up and cool down</p> | <p>Demonstrate working independently and collaboratively with a partner and small groups</p> <p>Begin to understand how to compete with each other in a controlled manner</p> <p>Give and receive simple feedback</p> <p>Communicate with members of their team</p> <p>Confidence – know how to be safe when doing gymnastics. Can show and tell you how to land safely</p> <p>Begin to demonstrate effective communication as part of positional play</p> <p>Discuss decisions made</p> <p>Introduce honesty and integrity when scoring</p> <p>Know the importance of trying your best</p> |

Practical Skills

| <u>Games</u> | <u>Gymnastics</u> | <u>Dance</u> |
|--|---|---|
| Try to intercept a ball | Copies, explores and remembers a variety of movements and uses these to create their own sequence. | Show spatial awareness when dancing near others |
| Pass a ball accurately to a partner over a variety of distances | Describes their own work using simple gymnastics vocabulary. | Co-ordinate basic body movements |
| Develop techniques when dribbling a ball, showing increasing levels of control along with changes of speed and direction | Perform a variety of actions with increasing levels of control | Confidently and imaginatively explore and experiment with different actions in response to dance ideas. |
| Perform underarm and overarm throws with control and coordination. | Move smoothly from a position of stillness to a travelling movement and vice versa | Select and use movements to creatively represent an idea |
| Perform a range of rolling, throwing, striking, kicking, catching, gathering skills with control | Create a sequence of movement with different levels of height, speed and direction | Start to show clear beginnings, middles and endings |
| Choose intelligent places to stand when receiving a ball during a game | Displaying increasing confidence working with others in a small group, demonstrating good collaboration and communications skills | Use simple compositional devices such as repetition and contrast |
| Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country | Begin to evaluate own and partner's performance and suggest ways to improve | Start to have a basic understanding of styles of dance |
| Develop technique for jumping distance and height | Beginning to show flexibility in movements which enables them to show more defined shapes. | Discuss emotional response to stimuli |
| In net/wall games, play simple rallies and maintain control of the ball/shuttle | | Perform expressively using movement with a range of dynamics qualities |
| | | Perform short dances with a sense of audience |

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