

Knowledge Organiser: Year 3 Gymnastics Unit 1



Prior Learning: Developed body management. Used core strength to link elements. Attempted to use rhythm while performing a sequence.

Equipment needed: Mats, hoops, cones, wall bars, bean bags, low apparatus, ropes, action cards.

Unit Focus: Modify actions independently using different pathways, directions and shapes. Consolidate and improve movements and gymnastics actions. Relate strength and flexibility to actions. To use basic compositional ideas.



Key Vocabulary/Skills

Contrasting shapes.

Body control when rolling.

Jumps.

Partner unison.

Patterns.

Fluency, contrasting, unison, low, combinations, full turn, half- turn, flexibility, compositional ideas, healthy active lifestyle.

Head: Identify similarities and differences in sequences.

Hand: Perform sequences with contrasting actions.

Heart: Explain why strength and flexibility important in maintaining a healthy active lifestyle.

Key Questions:

1. How do you perform a sequence in unison?
2. How can you adapt a sequence to include contrasting shapes?
3. Where are you showing strength in your sequence?

Concepts:

Unison is the simultaneous performance by two or more people to complete a gymnastics action such as a roll at the same time or hold a balance.



Knowledge Organiser: Year 3 Dance Unit 1



Prior Learning:

Perform using more sophisticated formations as well as an individual. Use the stimuli to copy, repeat and create dance actions and motifs.

Unit Focus:

Practise and put together a performance. Perform using facial expressions. Perform with a prop.

Equipment needed: Music player, music, cones, hoops, throw down spots, balloons, laptop internet access, chairs.



Key Vocabulary/Skills

Perform a jazz square.	Facial expression, improvisation, rehearse, director.
Perform as 2 contrasting characters.	
Explore characters through description.	
Communicate ideas as part of a group.	
Use a prop in a 4-action dance phrase.	

Head: Describe features of dances performed by others.

Hand: Competently include props and other ideas in their dance.

Heart: Share and create short dance phrases.

Key Questions:

1. Why are facial expressions important in dance?
2. What actions might you perform when scared? (or happy or sad)
3. What other props might you have in dance?

Concepts:

- Props are objects that dancers use to enhance their dance like chairs, fans, ribbons and swords.
- Choreography is the act of designing a dance.



Knowledge Organiser: Year 3 Football

Prior Learning:

Experienced different types of small sided invasion games. Able to send and receive balls. Use a variety of techniques and tactics to play competitively both attacking and defending.

Unit Focus:

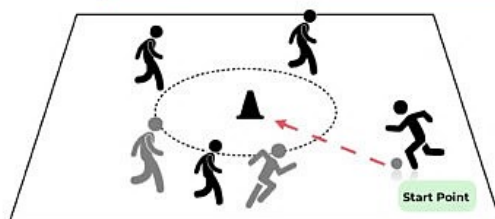
Able to show basic control skills. Send the ball with some accuracy to maintain possession and build attacking play. Implement the basic rules of football.

Head: Recognise the need to look forward when attacking a goal.

Hand: Use short passes to keep possession.

Heart: Show support, encouragement and good sportsmanship.

Equipment needed: Footballs, bibs, cones, targets/goals.



Trapping the ball



Key Vocabulary/Skills

Inside of the foot pass.	Teamwork, score, shoot, intercept, foot, inside of the foot, touch, possession, accuracy, dribble.
Trapping the ball.	
Short distance passing.	
Finding space to receive the ball.	
Using outside of the foot to control the ball.	

Key Questions:

1. How can we make it easier for our teammates to pass us the ball?
2. When should we look to dribble in a game?
3. Where should you look when dribbling?

Rules:

- If the ball touches a player's hand, then the opposition get a free kick where the offence occurred.
- No contact.



Knowledge Organiser: Year 3 Hockey



Prior Learning:

Can send and receive balls in a variety of ways. Can recall and link combinations of skills e.g. running with a ball. Refine gross motor skills.

Unit Focus:

Play in hockey-type invasion game. Improve game-based agility. Manipulate objects, stick and ball with safety and control.

Equipment needed: Cones, hockey sticks, a range of balls, bibs, whistle.

Key Questions:

1. Why is it important to have close control of the ball?
2. What part of the stick can we use to control the ball?
3. Why is our positioning as a defender important?

Key Vocabulary/Skills

Flat side of the stick.	Shoot, defend, attack, block, run, control, receive, pass, teamwork, score, hockey, shaft, foot, space.
Ball carrier.	
Close control.	
Preparing to tackle.	
Moving into space to receive.	

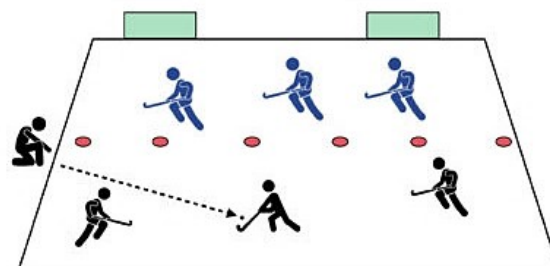
Rules:

- Not contact with ball and feet.
- Must hit the ball with the flat part of the stick on the head or shaft
- Do not swing and hit the ball
- Take a sideline ball in line with where the ball went out of play.

Head: Implement some hockey rules into games.

Hand: Can stop and control the ball.

Heart: Work as a team to score points.



Knowledge Organiser: Year 3 Basketball

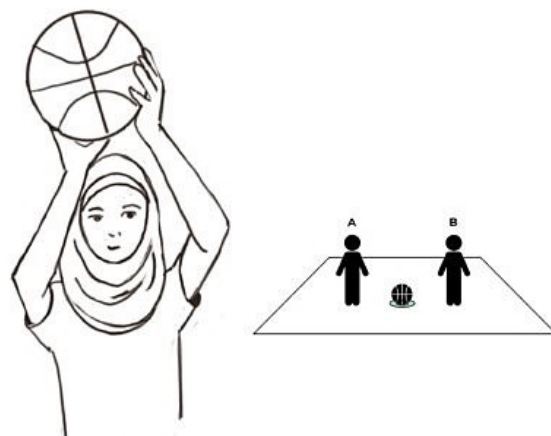
Prior Learning:

Recall and link combinations of skills e.g. dribbling and passing. Select and apply a small range of tactics. Developed power, agility, coordination and balance over a variety of activities.

Unit Focus:

Perform some basic basketball skills, throwing, catching and dribbling. Build attacking/offensive play. Implement some basic rules of basketball.

Equipment needed: Size 5 basketballs, cones, hoops, basketball posts, bibs, stopwatch, whiteboards.



Key Vocabulary/Skills

Dribbling	Control, bounce, shoot, target, assist, jump ball, attack, defend, shoot, offensive.
Passing in pairs	
Defensive body position	
Jump Ball	
Basic two-handed shot	

Head: Explain why we look to 1) shoot 2) pass, and 3) dribble.

Hand: Use jump ball to start a game

Heart: Assist teammates to shoot.

Key Questions:

1. How do you start a new game?
2. What ways did you restart the game after a basket was scored?
3. As the referee when throwing in the ball what things did you have to consider?

Rules:

- If the defender makes deliberate contact, attacker get free throw from the sideline in line with where the offense happened.
- Start the game with a jump ball/tip off



Year 3 - Netball

Knowledge Organiser

Prior Learning

Experienced different types of small-sided invasion games. Able to throw and catch in a variety of ways. Able to work with others in small teams.

We are learning...

1. to perform quick, accurate chest passes
2. to use dodging to get free from our opponent
3. to catch a netball
4. to use a bounce pass to feed a goal shooter
5. to throw for distance using a shoulder pass
6. to collect a loose ball

Assessment Overview

Head - Show an understanding of the role of a goal shooter.

Hand - Pass the ball in a variety of ways.

Heart - Create opportunities as a team to score.

Equipment

Netballs, bibs, cones, hoops, netball posts (junior height if possible).

Vocabulary

Space, pass, accurately, mark, dodge, attack, defend, footwork, possession, shoot, rules, improve.

Unit Focus

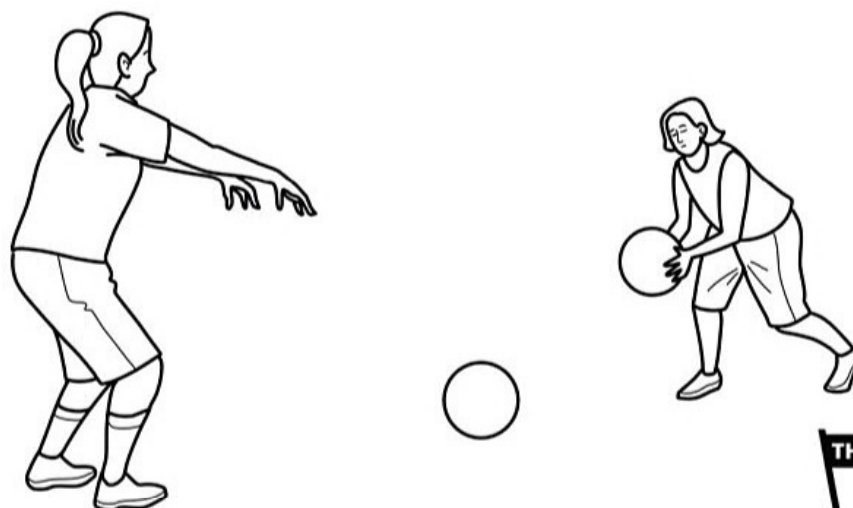
Perform basic netball skills such as passing and catching using recognised throws. Implement the basic rules of netball.

Key Questions

1. When would we use a bounce pass?
2. How can we create space?
3. What is the 1m distance rule?
4. How does netball differ from other invasion games?

Rules

- If the ball goes off the court, a throw-in is taken by the team who didn't throw or knock the ball out of court.
- If a player breaks the rules, the umpire will give a pass or shot to the other team.



Knowledge Organiser: Year 3 Badminton



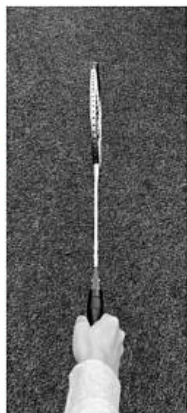
Prior Learning:

Experienced different types of hitting with hand and racquets. Able to recognise boundaries. Recognise how to score points in a game.

Unit Focus:

Identify and describe some rules of badminton. Serve to begin a game. Explore forehand hitting.

Equipment needed: Badminton racquets, nets, bench, shuttlecocks, cones, hoops.



Key Vocabulary/Skills

Experiment with hard and soft hits.

Hit using direction.

Return a shuttle.

Play with forehand in boundaries.

Rally with partner.

Hit, return, court, forehand, shuttlecock, points, score, net, underarm, racquet.

Head: Play with badminton court boundaries.

Hand: Serve to begin a game.

Heart: Take part in a rally with a partner.

Key Questions:

1. What is the role of an umpire?
2. What skills/techniques have you been using to score points against your opponent?
3. How did you try to improve your performance when playing different players.

Rules:

- Players play 1 v 1 in a designated area.
- If a player hits the shuttlecock out of the playing area, the point is given to the opponent.
- The shuttlecock can only be hit once to get it over the net/bench



Year 3 – Tag Rugby

Knowledge Organiser

Prior Learning

Can send and receive a ball using hands and feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, for example, dribbling, passing and running with the ball.

We are learning...

1. to use speed to run past defenders.
2. how to use a short pass in a game.
3. to use agility to evade being tagged.
4. to understand and apply the tag protocol in game situations.
5. to close down an attacker's space as a defender.
6. to perform a backward pass to continue an attack.

Assessment overview

Head - Explore a range of techniques to avoid being tagged.

Hand - Perform a range of ball-handling skills.

Heart - Listen to others to work as an effective team.

Equipment

Rugby ball, bibs, cones, hoops, tag belts, grids, soft balls.

Vocabulary

Space, accurately, mark, dodge, attack, defend, footwork, possession, evading, close down, sportsmanlike.

Unit Focus

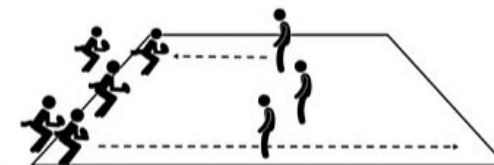
Handle a rugby ball with confidence. Evade attackers using footwork and body control. Link skills to perform as a team in attack. Use basic game principles of tag rugby and play within simpler rules.

Key Questions

1. When we practise passing backwards, why do we turn at the hips rather than turning completely around?
2. What did you do to try and defend the space?
3. How did you work with a partner to close down space for the attacker?

Rules

- Only the ball carrier can be tagged.
- When the ball carrier is tagged, they must pass the ball within 3 seconds.
- Defenders must return the tag in a sportsmanlike manner.



Year 3 - Cricket

Knowledge Organiser

Prior Learning

Experienced different throwing and catching games. Had the opportunity to hit and strike a ball with racquets and bats. Played in simple, striking and fielding games.

We are learning...

1. to hit a stationary ball into space using the straight drive
2. to bowl underarm to a batter with some consistency
3. to use the correct footwork to strike a bowled ball
4. to stop a moving ball using the long barrier technique
5. to throw longer distances overarm
6. to perform as a wicketkeeper

Assessment overview

Head - Adhere to some basic cricket rules.

Hand - Stop a moving ball.

Heart - Field as a team to return the ball to the bowler/base effectively.

Equipment

A range of balls, a range of bats and striking equipment, stumps, button cones, batting cone.

Vocabulary

Batting, fielding, bowling, bat, wicket, stump, crease, boundary, run, batsman, bowler, wicketkeeper, innings, forward drive, long barrier, over.

Unit Focus

Adhere to some of the basic rules of cricket. Develop a range of skills to use in isolation and a competitive context.
Strike a bowled ball.

Key Questions

1. What is the purpose of the long barrier?
2. What can we do as batters to help each other when trying to get runs?
3. Why do we need to return the ball to the bowler/wicketkeeper as quickly as possible when fielding?

Rules

- Each batter faces one over, which consist of 6 balls.
- Each batter starts with 10 points.
- If the batter is caught or bowled out they lose 1 point.
- If they complete one run around the target area and back they win 1 point.



Year 3 - Athletics

Knowledge Organiser

Prior Learning

Linked running and jumping movements. Move safely around between and over apparatus. Worked with a variety of equipment.

We are learning...

1. jumping and hopping sequences.
2. to run at different speeds.
3. to approach and jump hurdles.
4. to throw a javelin using the pull-throw technique.
5. a variety of skipping techniques
6. to keep score accurately over a range of events

Assessment Overview

Head - Compete with others and record points.

Hand - Link running and jumping activities with some fluency and consistency.

Heart - Identify how to improve.

Equipment

A variety of balls, hoops, bean bags, quoits, throw-down markers, foam javelins, balloons, stopwatches, measuring tape, skipping ropes, and low hurdles.

Vocabulary

Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, pull, record, pace, approach, combine.

Unit Focus

Control movement in response to instructions. Demonstrate agility and speed. Jump for height and distance. Throw with speed and power and apply appropriate force.

Key Questions

1. Did you complete an activity and change your technique to improve your score?
2. What recording system did you use for counting and keeping track of points scored?

Rules

- All players compete in all activities.
- Groups accumulate scores across all activities.



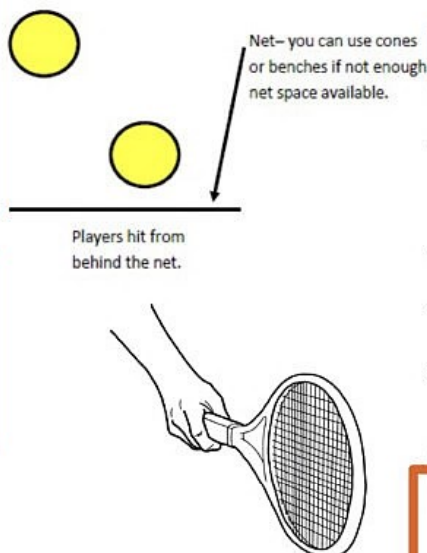
Knowledge Organiser: Year 3 Tennis

Prior Learning:

Be able to make it difficult for their opponent to score a point. Begin to choose specific tactics. Transfer net/wall skills. Improve agility and coordination and use in a game.

Unit Focus: To identify and describe some rules of tennis.
To serve to begin a game
To explore forehand hitting.

Equipment needed: Tennis racquets, nets, sponge balls, tennis balls, cones, hoops.



Key Vocabulary/Skills

Tennis ready position.	Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm.
Recognise the types of hitting needed for different areas of the court.	
Serve with some accuracy to targets.	
Perform a forehand shot on a moving ball.	
Move towards the ball to return to the other side.	

Head: Keep count/score of a game.

Hand: Show tennis ready position.

Heart: Play against an opponent.

Key Questions:

1. What is the role of an umpire?
2. What skills/techniques have you been using to score points against your opponent?
3. How did you try to improve your performance when playing different players?

Rules:

- Play rules where if the ball is hit out of the playing area the point is awarded to the other player.
- If the ball bounces more than once on your side, the opponent gets the point (you can adapt this to two bounces if necessary).
- The player that gets to 5 points first wins.

