

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 rugby 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

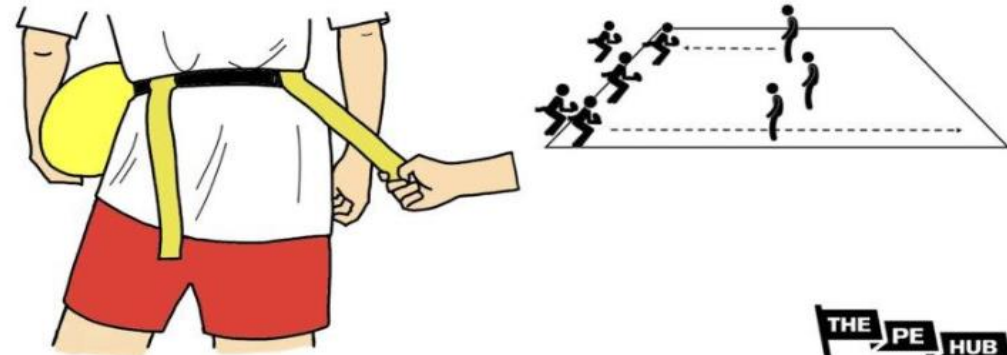
Handle a rugby ball with confidence. Evade attackers using footwork and body control. Link skills to perform as a team in attack. Use basic game principles of tag rugby and play within simpler rules.

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 - Football

Knowledge Organiser

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.

We are learning...

1. To use the inside of the foot to pass the ball.
2. To trap a ball that is moving along the ground with control.
3. To pass the ball accurately into space over short distances.
4. To identify and move into space to receive the ball.
5. To use the outside of the foot to control the ball and dribble.
6. To cushion the ball when receiving.

Assessment Overview

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

Footballs, bibs, cones, targets/goals.

Vocabulary

Teamwork, score, shoot, intercept, foot, inside of the foot, touch, possession, accuracy, dribble.

Unit Focus

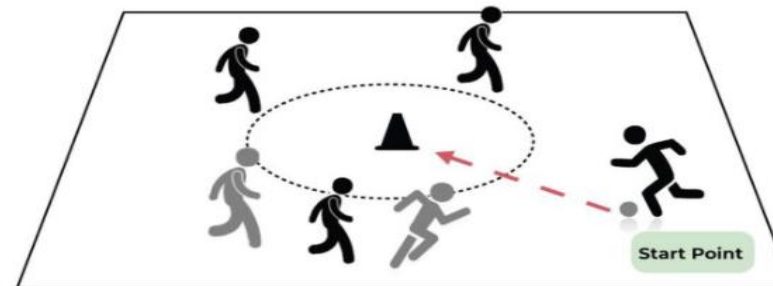
Able to show basic control skills. Send the ball with some accuracy to maintain possession and build attacking play. Implement the basic rules of football.

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.



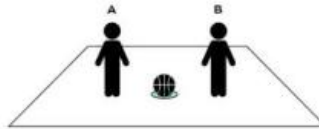
Prior Learning:

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

Passing in pairs

Defensive body position

Jump Ball

Basic two-handed shot

Control, bounce, shoot, target, assist, jump ball, attack, defend, shoot, offensive.

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 – Dance Unit 1

Knowledge Organiser

Prior Learning

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

We are learning...

1. To perform a jazz square and use it in our dance
2. To perform a dance showing two contrasting characters
3. To develop movements using improvisation]
4. To use props in our dance sequence
5. To use facial expressions to bring life and emotion to our dance
6. To take on the role of director to help others improve their dance

Assessment overview

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.

Equipment

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

Vocabulary

Facial expression, improvisation, rehearse, director.

Unit Focus

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

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.



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

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.

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



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.



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.



Year 3 - Tennis

Knowledge Organiser

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.

We are learning...

1. To use the ready position to return a ball.
2. To hit the ball to different parts of the court using a forehand hit.
3. To perform an underarm serve to start a rally.
4. To move towards a ball to return it over the net.
5. To play cooperatively with a partner to keep the ball moving over the net.
6. To perform forehand hits to score points in a competition.

Assessment Overview

Head - Keep Count/score of a game.

Hand - Show tennis-ready position.

Heart - Play against an opponent.

Equipment

Tennis racquets, nets, sponge balls, tennis balls, cones, hoops.

Vocabulary

Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm.

Unit Focus

To identify and describe some rules of tennis. Serve to begin a game and explore forehand hitting.

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).



Year 3 - Rounders

Knowledge Organiser

Prior Learning

Experienced different games and activities where throwing and catching skills were used. 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 get into the best body position to field a ball
2. To bowl with some consistency in a game
3. To hit a moving ball with one hand
4. To stop a moving ball with the long barrier technique
5. To throw longer distances using the overarm technique
6. To select and apply new skills in a competition

Assessment Overview

Head – Explain the importance of being ready in the field.

Hand – Bowl an underarm ball.

Heart – Identify how to improve own and others work and be tactful.

Equipment

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

Vocabulary

Batting, fielding, bowling, bases, long barrier, batter, bowler, fielder, innings, no ball, batting box, backstop, rounders, half rounders.

Unit Focus

To be able to play simple rounders games.
To apply some rules to games.
To develop and use simple rounders skills.

Key Questions

1. Why do we need to return the ball to the bowler/bases as quickly as we can when fielding?
2. Why do we need to be directly behind the ball before getting into the long barrier position?
3. Why is the forward stepping action significant when bowling?



Rules

- Batters will face a certain number of balls each or play within a time limit.
- If a batter hits the ball, they must run around the bases (as many as they want).