

Year 3 P.E.  
Knowledge  
Organisers.

Year 3 P.E timetable for the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Indoor	Gymnastics Unit 1	Dance Unit 1	Gymnastics unit 2	Dance Unit 2	Badminton	Football
Outdoor	Netball	OAA	Tennis	Cricket	Athletics	Rounders

## How to use the Knowledge Organisers effectively?

- **Staff** to use the Knowledge Organiser at the start of each unit discuss what the children's prior knowledge should be and what vocabulary they might come across.
- Throughout the sessions in that unit, **staff** and **parents** to use key questions provided on the Knowledge Organisers to assess the child's understanding within that unit that is taught.
- **Children** will be able to comment on the vocabulary they discuss from the Knowledge Organisers at the start of the unit as well as throughout the sessions that are delivered.
- **Parents** will be able to use the unit focus and vocabulary used to discuss with their child to help assess at home what they achieved within the sessions.

# Autumn Term 1 – Gymnastics (Unit 1: Indoor)

## 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.	Fluency, contrasting, unison, low, combinations, full turn, half- turn, flexibility, compositional ideas, healthy active lifestyle.
Body control when rolling.	
Jumps.	
Partner unison.	
Patterns.	

**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.



# Autumn Term 1 – Netball ( Outdoor)

## Knowledge Organiser: Year 3 Netball

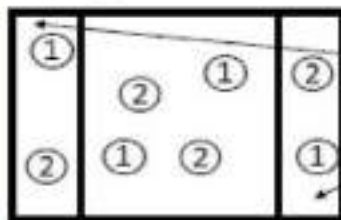
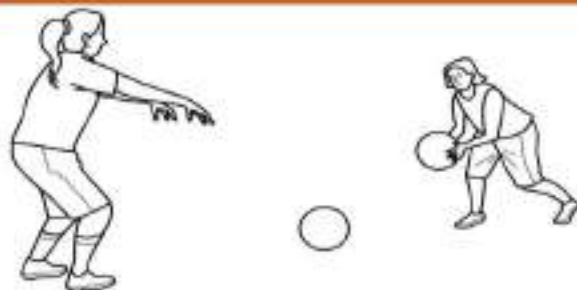
### Prior Learning:

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.

### Unit Focus:

Perform basic netball skills such as passing and catching using recognised throws. Use space efficiently to build attacking play. Implement the basic rules of netball.

**Equipment needed:** Netballs, bibs, cones, hoops, (netball posts junior height if possible).



End zones

### Key Vocabulary/Skills

Chest pass.	Space, pass, accurately, mark, dodge, attack, defend, footwork, possession, netball, rules, improve.
Dodging.	
Moving to create space.	
Bounce pass.	
Shoulder pass.	

### 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 accurate passing help us build a good attacking play?

### Rules:

- 1m distance rule - A player attempting to intercept or defend the ball must be at least 3ft (0.9m) away from the player with the ball. This distance is measured from the landing foot of the player in possession of the ball.
- No moving with the ball.

**Head:** Being aware and able to undertake the demands different positions.

**Hand:** Send and receive a ball with some consistency to keep possession.

**Heart:** Explain how you were able to improve as a team.



# Autumn Term 2 – Dance (Unit 1: Indoor)

## 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:** Express moods and feelings throughout the dance piece.

### 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 OAA



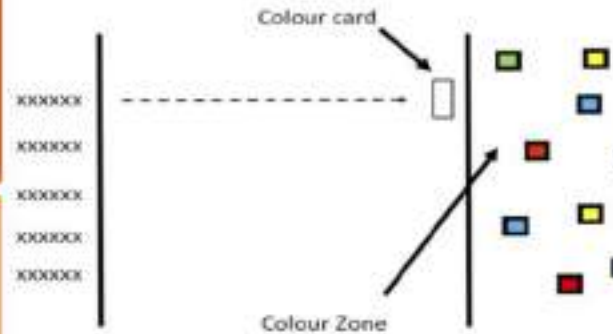
### Prior Learning:

Taken part in a range of PE games and activities. Followed simple instructions and apply rules. Worked collaboratively as a pair and in a small group. Used and applied simple diagrams with pictures and symbols.

### Unit Focus:

Work with others to solve problems. Describe their work and use different strategies to solve problems. Lead others and be led. Differentiate between when a task is competitive and when it is collaborative.

**Equipment needed:** Variety of ropes, hoops, bean bags, a range of sports equipment, teaching resource cards, soft balls, bibs/bands.



### Key Vocabulary/Skills

None verbal communication.	Maps, diagrams, scale, symbols, orienteering, controls, challenges, problem-solving, lead, follow, plan, trust.
Simple map reading.	
Responding to problems as a group.	
Trust activities.	
Design a route map.	

### Key Questions:

1. What does trust mean?
2. How did you work together to decide on the layout of your station?
3. Do the symbols give us any clues as to what real life object/area they might represent?

### Concepts:

To problem solve you need to think through possible problems before arriving at a solution. Children should take on the point of view of every team member.

**Head:** Use acquired skills to create maps and directions.

**Hand:** Perform with strength, stamina and endurance in more physical tasks.

**Heart:** Can work with others to solve problems.



# Spring Term 1 – Gymnastics (Unit 2 :Indoor )

## Knowledge Organiser: Year 3 Gymnastics Unit 2



**Prior Learning:** 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, skipping ropes, ropes, action cards.

### Key Questions:

1. What is a dynamic and static stretch?
2. How can you make transitions smooth and fluent?
3. How can you improve body tension?
4. Can you suggestions other actions to include in your sequence?

### Key Vocabulary/Skills

Smooth transitions.	Sustained, explosive, power, control, group, similar, different, bounce, box splits, fluency, dynamic, static, half lever, extension.
Bouncing	
Half Lever.	
Fluency.	
Extension.	

**Unit Focus:** Identify similarities and differences in sequences. Develop body management over a range of floor exercises. Attempt to bring explosive moves into floor work. Show increasing flexibility in shapes and balances.

### Concepts:

Dynamic stretching improves mobility while moving through a range of motion, often in a manner that looks like the activity that is going to be performed. Static stretching is holding a stretch without movement.

**Head:** Modify actions independently using different pathways, directions and shapes.

**Hand:** Develop body management over a range of floor exercises.

**Heart:** Comment on a peer's gymnastic sequence, describing what they did well.





# Spring Term 1 – Tennis (Outdoor)

## Knowledge Organiser: Year 3 Tennis

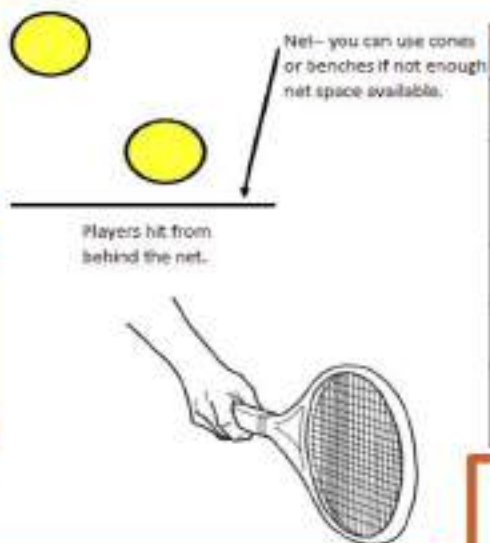


### Prior Learning:

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:** Can play within boundaries.

**Heart:** Identify how they could play tennis in their own communities.

### 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.



# Spring Term 2 – Dance (Unit 2:Indoor)

## Knowledge Organiser: Year 3 Dance Unit 2



### Prior Learning:

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

### Unit Focus:

Building stylistic qualities through repetition and applying movement to own bodies. Building basic creative choreography skills in travelling, dynamics and partner work.

**Equipment needed:** Music player, music, cones, hoops, laptop internet access, video, prompts to support learning in certain lessons.



### Key Vocabulary/Skills

Discuss examples of professional work.

Creating own floor patterns.

Demonstrate stylistic dynamics of Barn Dance.

Creating action on own & with partner.

Apply feedback to improve performance.

Do Se Do, hop step ball change, partner work, floor patterns, angular, energetic, strong, linear.

**Head:** Contribute ideas to the structure of the dance.

**Hand:** Attempt to perform with a sense of dynamics.

**Heart:** Can decide with others which floor patterns /pathways to follow.

### Key Questions:

1. How have you shown strong and energetic dynamic qualities?
2. What did you like about someone else's performance?
3. How have you shown strong and energetic movements?

### Concepts:

- The use of different levels of energy to perform a movement is described as adding dynamic quality.
- Performance quality refers to the ability of the dancer to take the audience on a journey and portray the story or theme in a believable way.



# Spring Term 2 – Cricket (Outdoor)

## Knowledge Organiser: Year 3 Cricket



**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.

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



### 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 Vocabulary/Skills

Forward drive into space.	Batting, fielding, bowling, bat, wicket, stump, crease, boundary, run, batsman, bowler, wicketkeeper, innings, forward drive, long barrier, over.
Bowl with some consistency.	
Foot placement to strike a ball.	
Use long barrier to collect ball	
Overarm throw for distance.	

### 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 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.

**Head.** Strike a ball with some consistency.

**Hand:** Play in simplified games.

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



# Summer Term 1 – Badminton (Indoor)

## 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, return, court, forehand, shuttlecock, points, score, net, underarm, racquet.
Hit using direction.	
Return a shuttle.	
Play with forehand in boundaries.	
Rally with partner.	

**Head:** Keep track of points.

**Hand:** Serve to begin a game.

**Heart:** Play 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



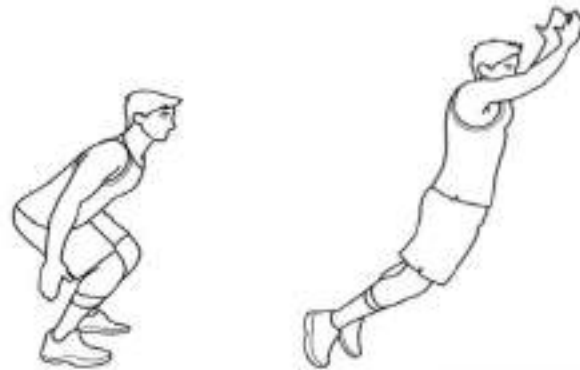
# Summer Term 1 – Athletics (Outdoor)

## Knowledge Organiser: Year 3 Athletics

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

**Equipment needed:** A variety of balls, hoops, bean bags, quoits, throw down markers, foam javelins, balloons, stopwatch, measuring tape, skipping ropes, low hurdles.

**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 Vocabulary/Skills

Combination jumps.	Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, pull, record, pace, approach, combine.
Recognise different pace.	
Approaching hurdles.	
Pull throw.	
Recording points.	

**Head:** Compete with others and record points.

**Hand:** Link running and jumping activities with some fluency and consistency.

**Heart:** Identify how to improve.

### 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.



# Summer Term 2 – Football (Indoor)

## 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 where space is during game or activity.

**Hand:** Use recognised passes in isolation.

**Heart:** Suggest ways to improve some of the skills learnt.

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



### 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.



# Summer Term 2 – Rounders (Outdoor)

## Knowledge Organiser: Year 3 Rounders



### 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.

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



Underarm bowling

### Unit Focus:

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

### Key Vocabulary/Skills

Retrieve and throw the ball as a fielder.

To bowl an underarm ball at a target.

One-handed hitting.

Collect and return a moving ball.

Throw over longer distances.

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

**Head:** Explain how fielders work together to restrict batters runs .

**Hand:** Strike a bowled ball with some consistency.

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

### 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 amount 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).

