

Year 3 P.E.
Knowledge
Organisers.

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)



Year 3 – Gymnastics Unit 1

Knowledge Organiser

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.

We are learning...

1. to show full extension during a balance.
2. to move in and out of contrasting shapes with fluency.
3. to perform a sequence using different types of rolls.
4. to perform powerful jumps from low apparatus.
5. to perform in unison with a partner.
6. to create a group performance using contrasting actions.

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?

Equipment

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

Vocabulary

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

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.

Assessment Overview

Head - Identify similarities and differences in sequences.
Hand – Perform sequences with contrasting actions.
Heart – Explain why strength and flexibility are important in maintaining a healthy, active lifestyle.



Autumn Term 1 – Netball (Outdoor)

THE PE HUB 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.

Unit Focus

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

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.

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?

Equipment

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

Vocabulary

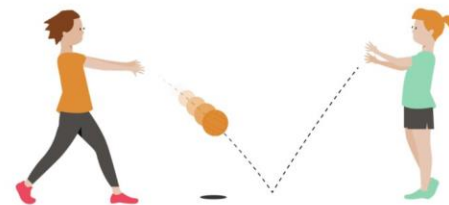
Space, pass, accurately, mark, dodge, attack, defend, footwork, possession, shoot, rules, improve.

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.

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.



Autumn Term 2 – Dance (Unit 1: Indoor)

Year 2 – Dance Unit 1

Knowledge Organiser

Prior Learning

Built simple movement patterns from given actions. Composed and linked actions to make simple movement phrases.

Unit Focus

Describe and explain how performers can transition from shapes and balances. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform.

We are learning...

1. to use penguin images to inspire our dance.
2. to show feelings of abandonment through dance.
3. to create movements that show friendship between two characters.
4. to create a solo dance with changes of direction and speed.
5. to match our movements to music.
6. to choose a formation for our dance and explain our choice.

Key Questions

1. What is the main mood/feeling you get from this dance?
2. What does it mean to perform as a soloist?
3. Explain what actions show the story.

Equipment

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

Vocabulary

Direction, huddle, group, mood, feeling, penguin, musicality, respond, galloping, flying, friendship, abandonment.

Concepts

- Solo is an individual dancing alone, apart from others, with independent movements.
- A duet is two people dancing together with complimentary and contrasting actions.

Assessment Overview

Head - Show confidence to perform in front of others.
Hand - Show good timing with the music.
Heart - Attempt to work as part of a group to perform a dance.



Autumn Term 2 – Hockey (Outdoor)

Year 3 - Hockey

Knowledge Organiser

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. Refined gross motor skills.

Unit Focus

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

We are learning...

1. to keep close control of the ball using the flat side of the stick.
2. to control the ball and pass it into space.
3. to use a defensive body position.
4. to consistently stop a moving ball ready to pass or shoot.
5. to improve our agility and apply it in a game situation.
6. to avoid our feet contacting the ball and apply basic rules to the game.

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?

Equipment

Cones, hockey sticks, a range of balls, bibs, whistle.

Vocabulary

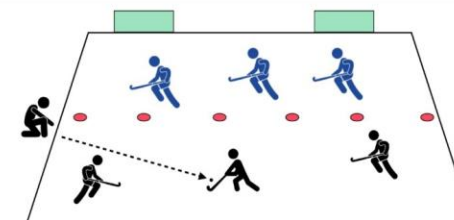
Shoot, defend, attack, block, run, control, receive, pass, teamwork, score, hockey, shaft, foot, space.

Rules

- The ball can make no contact with the 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.

Assessment Overview

Head - Implement some hockey rules in a game.
Hand - Can stop and control the ball.
Heart - Work as a team to score points.



Spring Term 1 – Gymnastics (Unit 2 :Indoor)

Year 3 – Gymnastics Unit 2

Knowledge Organiser

Prior Learning

Modified actions independently using different pathways, directions and shapes. Consolidated and improved movements and gymnastics actions. Related strength and flexibility to actions. Used basic compositional ideas.

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.

We are learning...

1. to perform Japana
2. to use bounces and broad jumps in a sequence.
3. to attempt a half-lever.
4. to transition from a Japana to another shape with control.
5. stretches while moving and when we are still to increase our flexibility.
6. to show strength, flexibility and control in our sequence.

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?

Equipment

Mats, hoops, cones, wall bars, bean bags, low apparatus, skipping ropes, ropes, action cards.

Vocabulary

Sustained, explosive, power, control, group, similar, different, bounce, box splits, fluency, dynamic, static, half lever, extension.

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.

Assessment Overview

Head - Able to identify some primary muscles.
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)

Year 3 - Tennis

Knowledge Organiser

Prior Learning

They are able to make it difficult for their opponent to score a point. Begun to choose specific tactics. Transferred net/wall skills. Improved agility and coordination and use in a game.

Unit Focus

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

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.

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?

Equipment

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

Vocabulary

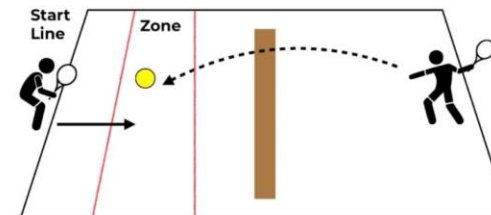
Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm.

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).

Assessment Overview

Head - Keep Count/score of a game.
Hand - Show tennis-ready position.
Heart - Play against an opponent.



Spring Term 2 – Dance (Unit 2:Indoor)

Year 3 - Dance Unit 2

Knowledge Organiser

Prior Learning

Practised and put together a performance. Performed 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.

We are learning...

1. to perform a dance phrase inspired by the ocean's depths.
2. to use improvisation to create a longer movement phrase.
3. to use dynamics in a short group dance to show travelling on the ocean.
4. to perform as a class to show the damage that can be caused to the ocean.
5. to work as a group to develop a dance representing the ocean.
6. to prepare our group dance for the final performance.

Key Questions

1. How can we use improvisation to show water in different states?
2. What do group dynamics bring to a dance?
3. What does the phrase 'opposing dynamics' mean?

Equipment

Music player, scarves (optional), floor markers.

Vocabulary

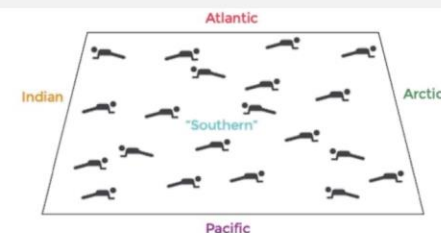
Solo, duo, categories, dynamics, phrases, timings, layers, harm, pollution, zones, ocean, sea, travel, improvise.

Concepts

- Exploring a theme or topic in depth to bring it to life through dance.
- How solo, paired and group work can be used to different effect.

Assessment Overview

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.



Spring Term 2 – Cricket (Outdoor)

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.

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.

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.

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?

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.

Rules

- Each batter faces one over, which consists 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.

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.



Summer Term 1 – Badminton (Indoor)

THE PE HUB Year 3 - Badminton

Knowledge Organiser

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.

We are learning...

1. to use hard and soft hits.
2. that different types of hits are needed to reach different areas of the court.
3. to move to return the shuttle from the different areas of the court.
4. to rally with a partner over the net.
5. to serve forehand.
6. to play within the boundaries of the court.

Key Questions

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

Equipment

Badminton racquets, nets, bench, shuttlecocks, cones, hoops.

Vocabulary

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

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.

Assessment Overview

Head - Play with badminton court boundaries.
Hand - Serve to begin a game.
Heart - Take part in a rally with a partner.



Summer Term 1 – Athletics (Outdoor)

THE PE HUB 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.

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.

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.

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?

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.

Rules

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

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.



Summer Term 2 – Football (Indoor)

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.

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.

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.

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?

Equipment

Footballs, bibs, cones, targets/goals.

Vocabulary

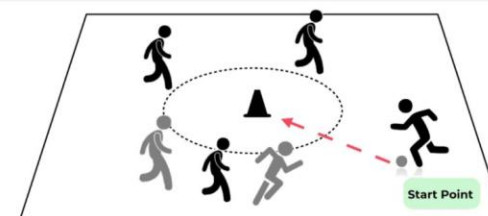
Teamwork, score, shoot, intercept, foot, inside of the foot, touch, possession, accuracy, dribble.

Rules

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

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.



Summer Term 2 – OAA (Outdoor)

Year 3 - OAA

Knowledge Organiser

Prior Learning

Taken part in a range of PE games and activities. Followed simple instructions and applied 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.

We are learning...

1. to use clear communication, strength and flexibility to complete a task.
2. to work with others to complete map-reading tasks.
3. to draw and create a clear route on a map for others to follow.
4. to work with others and identify what went well and what we could do to improve.
5. to use the outside of the foot to complete map-reading tasks.
6. to safely take part in trust-based activities.

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?

Equipment

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

Vocabulary

Maps, diagrams, scale, symbols, orienteering, controls, challenges, problem-solving, lead, follow, plan, trust.

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.

Assessment Overview

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.

