

# Year 3 – Autumn Term



## Knowledge Organiser Ball Skills Year 3

### About this Unit

You can move a ball in lots of different ways using lots of different parts of your body. In this unit you will learn how tracking helps you to improve all of your ball skills. Tracking is like having a built-in radar for the ball, it helps you predict where the ball is going next, useful whether you are dribbling, catching, or passing to another teammate.



Do you know which of these sports uses each of these movement skills?

### Examples of games that use ball skills:

| Target Games                                     | Invasion Games   | Striking & Fielding Games       | Net & Wall Games                  |
|--|--|---------------------------------|-----------------------------------|
| Boules<br>Boccia<br>New Age Kurling<br>Dodgeball | Netball<br>Football<br>Tag Rugby<br>Handball<br>Basketball | Rounders<br>Cricket<br>Baseball | Tennis<br>Volleyball<br>Badminton |

### Key Vocabulary



**accurate:** successful in reaching the intended target  
**block:** to prevent a movement or pathway of an object  
**opponent:** someone not on your team  
**personal best:** a target outcome of an individual  
**possession:** when a team has the ball they are in possession  
**power:** speed and strength combined  
**receive:** to collect or stop a ball that is sent to you  
**technique:** the action used correctly  
**track:** to move your body to get in line with a ball that is coming towards you

### Ladder Knowledge



#### Sending:

Pointing your hand/foot to your target as you release will help you to send a ball accurately.

#### Catching:

Moving your feet to the ball will make you more successful at catching.

#### Tracking:

Use a ready position to help you to react to the ball.

#### Dribbling:

Dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.

### Movement Skills

- track
- throw
- catch
- dribble
- kick

This unit will also help you to develop other important skills.

#### Social

respect, co-operation, communication

#### Emotional

perseverance, motivation, self-regulation, concentration, independence

#### Thinking

comprehension, select and apply, feedback, make decisions

### Tactics

Being closer to the target may bring you more success.  
 Moving the ball will make it harder for your opponents to track.  
 Spreading out will make it harder for your opponents to see the space and score.

### Healthy Participation



Make sure unused balls are stored in a safe place to stop them rolling.

Make sure you work in a safe space and show an awareness of others as you send a ball.

If you enjoy this unit why not see if there is a ball game e.g. a football club in your local area.

### How will this unit help your body?

agility, balance, co-ordination, speed

### Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

### Ballers

**What you need:** 1 ball, 1 wall, 4 markers and 2 players, a timer

#### How to play:

- **Throwing:** throw the ball against a wall and catch the rebound. How many can you catch in 1 minute?
- **Catching:** Stand opposite a partner. Each successful catch earns a point. How many points can you earn in 1 minute?
- **Dribbling:** Dribble around markers placed in a zigzag pattern. Time how long it takes to complete the course without touching the markers. Can you beat your own time with each attempt?
- **Kicking:** Set up a goal using two markers and practise kicking into the goal from different distances. Take turns to be the goal keeper. How many goals can you score in 1 minute?



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Head to our youtube channel to watch the skills videos for this unit.



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# Year 3 – Autumn Term



## Knowledge Organiser Dance Year 3

### About this Unit

This unit is inspired by lots of different themes. Here are some that you may explore...

#### Machines

There are an estimated 10 million factories in the world.

Industrial factories use big machinery to build things such as aeroplanes, cars, computers and electrical goods (like toasters, microwaves and washing machines).

Machines are made up of different parts that make them work and control their movements...

...such as levers, cogs, pistons, pumps and chains.

#### A trip to...

#### Dance Actions

#### LINE DANCING STEPS

**Step 1: The Fan** 2 4 6 8  
counts: 1,2,3,4,5,6,7,8

**Step 2: Heel, Toe** counts: 1,2,3,4,5,6,7,8  
heel x2 toe x2 heel toe heel toe

**Step 3: Step Kick, Step Touch** counts: 1,2,3,4,5,6,7,8  
step forward right foot, kick with left foot, step backward left foot, touch toe back right

**Step 4: Grapevine** counts: 1,2,3,4,5,6,7,8

### Key Vocabulary

**action:** the movement a performer uses e.g. travel, jump, kick

**canon:** when performers complete the same action one after the other

**create:** to make

**dynamics:** how an action is performed e.g. quickly, slowly, gently

**explore:** to try out and discover ideas

**expression:** actions or gestures used to share thoughts or feelings

**extend:** to make longer

**feedback:** information given to make improvements

**formation:** where performers are in the space in relation to others

**interact:** to communicate with others

**pathway:** designs traced in space (on the floor or in the air)

**perform:** to present to an audience

**pose:** a position, usually still

**timing:** moving to the beat of the music

**unison:** two or more people performing the same movement at the same time

### Ladder Knowledge



**Actions:** If you share ideas with other people in your group and work collaboratively, you can try ideas before deciding on the best actions for your dance.

**Dynamics:** All actions can be performed differently to help to show effect.

**Space:** Use space to help your dance to flow.

**Relationships:** 'Formation' means the same in dance as in other activities such as football, rugby and gymnastics.

### Movement Skills

- actions
- dynamics
- space
- relationships

**Social** share ideas, respect, collaboration, inclusion, leadership, work safely

**Emotional** confidence, acceptance, sensitivity, perseverance

**Thinking** select and apply actions, creativity, observe and provide feedback

This unit will also help you to develop other important skills.

### Strategies

Use canon and unison to create different effects in your dance. Listen carefully to the music you are dancing to. Dancing with an awareness of the music will make your dance look more complete.

### Healthy Participation



You should be bare foot for dance. Ensure you always work in your own safe space when working independently.

If you enjoy this unit why not see if there is a dance club in your local area.

### How will this unit help your body?

balance, co-ordination, flexibility.

### Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

### Name Dance

#### How to play:

- Imagine that your body is a paint brush.
- Move as though your body it is writing your name in space.
- Once you have created a movement for each letter, join them all together so that it becomes one dance.
- Add music to your dance and try to move in time to it.

Show your dance to a family member or friend.



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Head to our youtube channel to watch the skills videos for this unit.



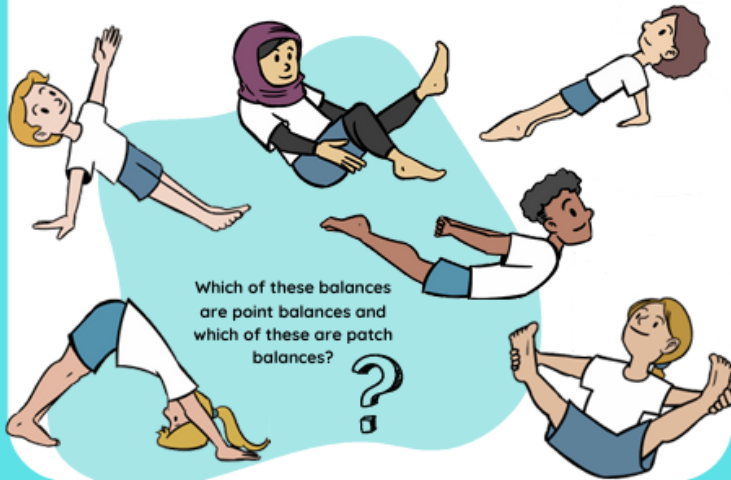
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## Knowledge Organiser Gymnastics Year 3

### About this Unit

Gymnastics is made up of a range of movement skills including balances, jumps rolls and shapes. Gymnastics was one of the first Olympic sports and is still an Olympic sport today. Almost all gymnastic events are performed on special equipment, such as rings or bars. This equipment is called apparatus.



Which of these balances are point balances and which of these are patch balances?

### Key Vocabulary

- body tension:** squeezing muscles to help to be stable when performing actions
- contrast:** different to one another
- control:** being able to perform a skill with good technique
- direction:** forwards, backwards, sideways
- extend:** to make longer
- flow:** smooth link
- landing position:** a stable position used after jumping
- match:** the same
- matching:** to perform the same action as someone else
- patch:** a large body part
- point:** a small body part
- take off:** the moment a person begins jump



### Ladder Knowledge



#### Shapes:

Use body tension to make your shapes look better.

#### Balances:

Make your balances look interesting by using different levels.

#### Rolls:

Tuck your chin to your chest in a forward roll. Roll onto the top of your shoulders

#### Jumps:

Change the take off and shape of your jumps to make them look interesting.



### Movement Skills

- point and patch balances
- jumps
- straight roll
- barrel roll
- forward roll

This unit will also help you to develop other important skills.

- Social** work safely, collaboration, supportive
- Emotional** perseverance, confidence, independence
- Thinking** observe and provide feedback, creativity, select and apply skills

### Strategy

Use different levels to help make your sequence look interesting.

### Healthy Participation



- Remove shoes and socks.
- Ensure the space is clear before using it.
- Only jump from apparatus where you see a mat.

### Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

### Point and Patch

What you need: a soft, flat surface.

#### How to play:

- Create a sequence using three or four balances, include both point and patch balances.
- Add a start and finish position.
- Show a friend or family member.

Remember to hold the balances for five seconds!



[www.getset4education.co.uk](http://www.getset4education.co.uk)

If you enjoy this unit why not see if there is a gymnastics club in your local area.



How will this unit help your body?

balance, co-ordination, flexibility, strength

Head to our youtube channel to watch the skills videos for this unit.



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# Year 3 – Spring Term



## Knowledge Organiser Football Year 3

### About this Unit

Football is an invasion game where two teams play against each other. The main goal is to invade the other team's space and score goals. In this unit, you will learn important attacking skills like dribbling, passing, shooting, as well as defending skills such as tracking and intercepting. We'll also focus on teamwork to apply tactics and move the ball towards goal and score.

Sometimes you will be asked to manage your own games. Keys to doing this successfully are:

| Invasion Games<br>Key Principles |                 |
|----------------------------------|-----------------|
| attacking                        | defending       |
| score goals                      | stop goals      |
| create space                     | deny space      |
| maintain possession              | gain possession |
| move the ball towards goal       |                 |



**Follow the rules.**



**Be honest.**



**Be kind to others.**

Can you think of any other invasion games that share these principles?

### Key Vocabulary



**accurate:** successful in reaching the intended target  
**attack:** the offensive action of trying to score goals or points  
**communicate:** share information  
**control:** being able to perform a skill with good technique  
**defend:** try to limit the opposition scoring by marking a space or player to gain possession  
**delay:** to slow an object or player  
**intercept:** to gain possession of the ball  
**invasion:** a game of two teams who invade each other's space to score goals

**pitch:** the space used for the game  
**possession:** to have  
**shoot:** to send the ball towards the goal  
**referee:** the person who makes sure the rules are followed  
**tactics:** a plan that helps you to attack or defend  
**teamwork:** working with others to achieve  
**tournament:** a competition of more than two teams  
**track:** to move your body to get in line with a ball that is coming towards you

### Ladder Knowledge



**Sending & receiving:**  
Point your kicking foot to your target when sending the ball to help to send it accurately.

**Dribbling:**  
Dribbling is an attacking skill which helps you to move towards a goal or away from defenders.

**Space:**  
Spreading out as a team will help to move the defenders away from each other.

**Attacking:**  
As an attacker you need to maintain possession and score goals.

**Defending:**  
As a defender you need to stop the opposition and gain possession.

### Movement Skills

- run
- dribble
- pass
- receive
- track

**Social Emotional Thinking**

This unit will also help you to develop other important skills.

co-operation, communication, respect, listening

determination, honesty, fairness, persevere

make decisions, comprehension, select and apply skills, tactics

### Rules

- No fouling (not too much contact - pushing etc). Fouls result in a free kick for the opposition.
- If the ball goes off the sides of the pitch the opposition have a 'kick-on'.
- If the ball leaves the pitch next to the goal, it is a goal kick (no corners in this unit).
- When the team starts with the ball (goal kick), the opposition must begin next to their goal.
- When a goal is scored, the opposition restarts the game with a goal kick.

### Tactics

Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals.

### Healthy Participation



- Make sure any unused equipment is stored in a safe place.

If you enjoy this unit why not see if there is a football club in your local area.



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

### Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

### Roll Goal

**What you need:** at least 2 players, a ball, 4 markers

**How to play:**

Set up a goal approx. 2 metres wide with two markers marking corners. Take turns to roll the ball into the goal. A shot through the centre of the goal is 1 point, scoring in a corner is 2 points and missing the target is 0.

The ball must fully pass the goal line to count as a goal.

Now shoot using feet, aiming to score 1 or two points. Make it harder by having one person stand in the goal as the goalkeeper

**Tip:** use your toes to gain power on the side of your foot for a more accurate shot.



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# Year 3 – Summer Term



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## Knowledge Organiser Rounders Year 3

### About this Unit

Rounders is a striking and fielding game. The game has one fielding team and one batting team. Batters hit a small ball and score by running around the four bases on the pitch. Rounders is thought to have originated in England as far back as the Tudor period, which was over 500 years ago.

#### Striking and Fielding Games Key Principles

|                        |                   |
|------------------------|-------------------|
| attacking              | defending         |
| score points           | limit points      |
| placement of an object | deny space        |
| avoid getting out      | get opponents out |



Can you think of any other striking and fielding games that share these principles?



### Key Vocabulary



**accuracy:** how close the object is to the given target

**bowler:** a player on the fielding team

**caught out:** fielder catches a batted ball before it touches the ground

**collect:** to pick up

**no ball:** a bowled ball deemed to be outside of the rules

**score:** the total points for each team

**short barrier:** creating a barrier with hands in front of feet to stop a ball travelling at slow speed

**strike:** to hit

**stump:** touching a base with the ball

**stumped out:** when a fielder touches the ball to get the batter out

**tactics:** a plan or strategy

**tournament:** a competition of more than two teams

**umpire:** a person who makes sure the rules are followed

### Ladder Knowledge



**Striking:**  
Striking to space away from fielders will help you to score.

**Fielding:**  
Look at where a batter is before deciding what to do. Communicate with teammates before throwing to them.

**Throwing:**  
Being balanced before throwing will help to improve the accuracy of the throw.

**Catching:**  
Move your feet to the ball.

### Movement Skills

- underarm and overarm throw
- catch
- bowl
- track a ball
- bat

This unit will also help you to develop other important skills.

**Social** communication, collaboration, co-operation, respect

**Emotional** honesty, confidence, determination

**Thinking** comprehension, tactics, rules

### OUTS

A player will be called out if they are:

- Caught out: fielder catches a batted ball
- Stumped out: fielder stumps the post that the batter is running towards

### HOW TO SCORE

- One rounder = batter runs to 4th
- A half rounder = batter gets to 2nd
- A half rounder = two consecutive no balls

### Rules

### Tactics

Using simple tactics will help your team to achieve an outcome e.g. we will spread out as fielders to cover more space.

### Healthy Participation



- Backstops must stand 2m behind the batter.
- Batters must take their bat with them when they run.
- Always keep a safe distance between yourself and a batter.



If you enjoy this unit why not see if there is a rounders club in your local area.

How will this unit help your body?

agility, balance, co-ordination, speed.

### Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

### Home Rounders

**What you need:** a ball, five markers, 2 + players

#### How to play:

- Create your rounders pitch with the markers. One bowling marker placed in the middle.
- Take turns to be the fielder/bowler and the batter.
- Bowler underarm bowls to the batter.
- Batter strikes the ball with the palm of their hand and runs around the bases.

#### Batter scores:

- One rounder for getting to the 4th marker.
- Half a rounder for getting to the second marker.

Batter must stop running if the bowler has the ball and is standing at the bowling cone.

#### Batter is out if:

- The fielder catches the batted ball before it touches the ground.
- The fielder stumps the marker that the batter is running towards.

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Head to our youtube channel to watch the skills videos for this unit.



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# Year 3 – Summer Term



## Knowledge Organiser Athletics Year 3

### About this Unit

Athletics is the name for a group of physical events that test running, jumping and throwing. In this unit you will use different styles of running, jumping and throwing to try to achieve your best possible time, distance or height. You will need to persevere to achieve your personal best.



### Official Athletic Events

**Running**  
Sprinting  
100m, 200m, 400m  
Hurdles  
Relay  
Middle Distance  
800m, 1500m  
Long Distance  
5,000, 10,000  
Steeplechase

**Jumping**  
Long jump  
Jump for distance  
Triple jump  
Jump for distance  
High jump  
Jump for height  
Pole vault  
Jump for height

**Throwing**  
Discus  
Fling throw  
Shot  
Push throw  
Hammer  
Fling throw  
Javelin  
Pull throw

Have you seen any of these events before?



### Key Vocabulary

- accuracy:** how close the object is to the given target
- baton:** equipment used in a relay event
- control:** being able to perform a skill with good technique
- event:** the name of different athletic activities
- further:** a greater distance
- personal best:** a target outcome of an individual
- power:** speed and strength combined
- relay:** a team of runners take turns to move the baton from start to finish
- speed:** how fast you are travelling
- strength:** the amount of force your body can use
- technique:** the action used correctly



### Ladder Knowledge



#### Running:

Leaning slightly forwards helps to increase speed. Leaning your body in the opposite direction to travel helps to slow down.

#### Jumping:

If you jump and land quickly it will help you to jump further.

#### Throwing:

The speed of the movement helps to create power. So, moving from slow to fast will help you to throw further.

### Movement Skills

- sprint
- jump for distance
- push throw
- pull throw

This unit will also help you to develop other important skills.

**Social** collaboration, work safely

**Emotional** determination, perseverance

**Thinking** observe and provide feedback, comprehension, explore technique

### Rules

#### JUMPING EVENTS

- Performers must take off before the line.
- Jumps are measured from the take-off line to the body part closest to the take-off line that touches the ground.

#### THROWING EVENTS

- Throws must be taken from behind a throw line.
- Throws are measured from the throw line to where the object first lands.

### Healthy Participation



In throwing activities ensure you:  
• wait for instruction and check the area is clear before throwing.  
• there is adequate space between throwers.

If you enjoy this unit why not see if there is an athletics club in your local area.



How will this unit help your body?

agility, balance, co-ordination, speed, stamina, strength

### Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

#### It's all About the Pace



**What you need:** socks and a stopwatch or clock

#### How to play:

- Mark a track around your home using socks.
- How many times can you run around your track in 30 seconds?
- Can you double the distance if you work for 1 minute? How did that make you feel?
- Can you run your track without stopping for 6 minutes? Pace yourself to maintain a consistent speed.
- How many laps did you complete?

Notice what happens to the distance you complete when the time increases.



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Head to our youtube channel to watch the skills videos for this unit.

