

KEY PROGRESS QUESTIONS – PREVIOUS LEARNING

Explain what went well when you completed that activity.

What do we need to do when we're working as a group?

What could you make/do even better if you do the activity again?

What did you do well?
What could you challenge yourself to do even better?

Knowledge Organiser - Year 3 OAA

National Curriculum Objectives:

- Apply and develop a broader range of skills.
- Have opportunities to communicate and collaborate.
- Develop an understanding of how evaluate, recognise success and improve in different activities.

Curriculum Pillars being taught:

Collaboration: Work competitively as a team.

Learners for Life: Begin to apply core skills to new activities.

Key Learning:

- Participate in a range of problem-solving challenges that involve working with and trusting others
- Explore different types of communication to complete challenges
- Respond to more varied challenges
- Describe what they have done or plan to do clearly
- Make suggestions how to improve their own or others' performances/solutions.

Key Vocab:

Plan – to come up with ideas how to complete a challenge.

Evaluate – to be able to say what went well and what could be improved.

Communicate – share or pass on information.

Non-verbal communication – share or pass on information without using words or speech.

Collaborate – work together

Problem-solving – find different ways in challenges to be successful

Key Questions:

What did you do well to be successful?

How did your group work together to be successful?

What could you change to complete the challenge more easily/more quickly?

What can your group do to work even better/more successfully together?

KEY PROGRESS QUESTIONS – PREVIOUS LEARNING

What things do you have to think about when you're passing the ball accurately?

What can your team do to keep possession of the ball?

What can you do to help you to intercept the ball?

Why do you want to try to intercept the ball?

Knowledge Organiser - Year 3 Tag Rugby

National Curriculum Objectives:

- To play competitive games, modified where appropriate.
- Apply basic principles suitable for attacking and defending.
 - Apply and develop a broader range of skills.
 - Have opportunities to communicate and collaborate.
- Develop an understanding of how to evaluate, recognise success and improve in different activities.

Curriculum Pillars being taught:

Learners for life: Begin to understand and be able to apply some of the conventions of the game.

Ambition and Fairness: Be responsible for your own actions and show fairness when playing games.

Key Learning:

- Develop ways to evade and tag opponents
- Receive the ball safely on the move
- Pass the ball safely on the move
- Apply these skills to game situations
- Apply basic rules fairly to game situations
- Work with others successfully in a team in competitive situations

Key Vocab:

Evade – to avoid being tagged by another player

Tag – to take one of the opponent's tags when they have the ball

Receive – when the ball is passed to another player and they catch it

Passing backwards – passing the ball to a player in your team who is behind you

Attacking – moving towards the opposition try line to attempt to score

Defending – trying to prevent the opposition from scoring

Opponents – players on the opposite team

Key Questions:

What do you need to do to successfully tag an opponent?

What can you do to avoid being tagged by another player?

What do you have to do to pass and receive the ball successfully when moving?

How can you work as a team to make it harder for your opponents to score?

KEY PROGRESS QUESTIONS – PREVIOUS LEARNING

What can your team do to keep possession of the ball?

When would you use a chest pass/bounce pass in a game?

What do the other players on your team need to do when have the ball?

Why do you want to try to intercept the ball?

Knowledge Organiser - Year 3 Netball

National Curriculum Objectives:

- To play competitive games, modified where appropriate.
- Apply basic principles suitable for attacking and defending.
 - Apply and develop a broader range of skills.
 - Have opportunities to communicate and collaborate.
- Develop an understanding of how to evaluate, recognise success and improve in different activities.

Curriculum Pillars being taught:

Ambition and Fairness: Be responsible for own actions and show fairness when playing games/doing activities.

Connectivity: Be able to identify similarities and differences between activities.

Key Learning:

- Refine footwork and pivoting in game situations
- Begin to apply player to player marking techniques
- Be able to keep possession of the ball in teams by using movement around court to attack
- Understand and apply the obstruction rule to games to a basic level
- Develop a one-handed throw/shoulder pass for distance
- Choose appropriate passes to be successful in SSG
- Develop a two-handed, high-release shooting technique

Key Vocab:

Marking – staying close to and in front of an opponent to make it hard for them to receive the ball

Obstruction – being less than 1 metre in front of the person with the ball

Intercepting – winning the ball as it is being passed from one player to another

Shoulder Pass – a one handed pass releasing from shoulder height

Receiving – catching the ball

Attacking – moving towards the opposition try line to attempt to score

Defending – trying to prevent the opposition from scoring

Key Questions:

How does using space help you when you're attacking in netball?

What rules of netball do you know? Why is it important that these rules are followed fairly?

What have you/your team done well? How has this helped you to be successful?

What are you doing to make it difficult for your opponent to receive the ball?