



Physical Education

Game Sense Year 3

Unit Purpose

The unit of work will explore how to apply the principles of **attack vs defence**, with a particular focus on **passing, moving** and **shooting**.

Pupils will learn how to keep possession and eventually score in order to win a modified game.

Inspire Me

Did you know... According to the World Sports Encyclopedia there is over 8,000 sports that are played worldwide, but only around 200 are recognised sports with a national federation. How many can you name?



Key Success Criteria

- P** Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball.
- C** Pupils will apply an understanding of where, when and why we pass and move, in order to score points against another team.
- S** Pupils will develop life skills such as respect and cooperation as they collaborate with others including their opponents.
- W** Pupils will apply their skills with developing confidence as they grow in their ability to show integrity and self motivation.

Vocabulary for Learning

Attacker: We are considered an 'attacker' when we or our team are in possession of the ball. The aim of the game for the attackers is to keep possession and score

Defender: We are considered a 'defender' when we are not in possession of the ball . The aim of the game for the defenders is to prevent the opposition from scoring.

Space: is an open area on the playing area that is unoccupied by a defender or the defending team. The team in possession of the ball need to identify open spaces to move into to enable them to create opportunities to shoot.

Possession: Is when we have physical control of the ball. This could be when working individually or as part of a team. It is when we have 'possession' that we can create the opportunity to score a goal.

Passing is a method of sending the ball to our partner or another member of our team in order to keep possession of the ball.

Control: means keeping the ball close to us, preventing the defenders from gaining possession.

Shooting: is when we throw the ball towards the goal/target in an attempt to score.

Self Discipline

Introduce defending and the concept of marking

Communication

Introduce dribbling: Keeping control

Combine passing, moving and shooting

Transition to Year 4

Introduce passing and receiving

Develop passing and moving

Year 3 Learning Journey

Cooperation

Introduce passing and creating space

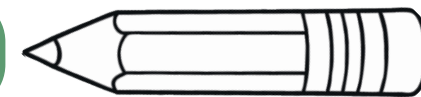
Self Motivation

Introduce scoring and the concept of shooting

Problem Solving

Combine passing and moving to creating shooting opportunities

Balanced Arguments and Debates



Do your balanced arguments include...

an introductory paragraph?	
reasons for and against the argument in separate paragraphs?	
most of the paragraphs written in the third person ?	
the final paragraph written in the first person and containing a personal opinion?	
subordinating conjunctions?	
fronted adverbials?	
formal vocabulary?	

Subordinating Conjunctions



Sentence Starters to Engage the Reader

One of the main arguments is...	
After considering the arguments on both sides,...	
Some people think that...	
No one can deny that...	Many people believe that...
There is no doubt that...	
It is a fact that...	
Evidence suggests that...	
To conclude my balanced argument,...	

Word Bank

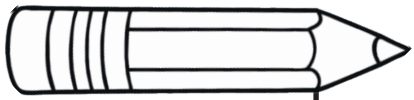
agree	allows	argue	argument
believe	conclude	debate	discussion
evidence	information	inform	present
recent	strongly	seriously	unbelievable

Fronted Adverbials

- **Additionally,**...
- **Finally,**...
- **For this reason,**...
- **In addition,**...
- **In my opinion,**...
- **On the other hand,**...
- **Previously,**...
- **Recently,**...
- **Surely,**...
- **To conclude,**...
- **Ultimately,**...
- **Unbelievably,**...

Third Person

she	he	they	themselves	it	itself
.....	him	his	her	hers	its	their



Key Features

introductory paragraph

reasons for and against the argument

subordinating conjunctions

conclusion containing a personal opinion

fronted adverbials

formal vocabulary

third person

Should Pupils Wear School Uniforms?

Uniforms are worn during the week by many children across the world. While some people are in favour of having them, other people believe that they are not needed. This argument will look in detail at the reasons for and against the use of school uniforms.

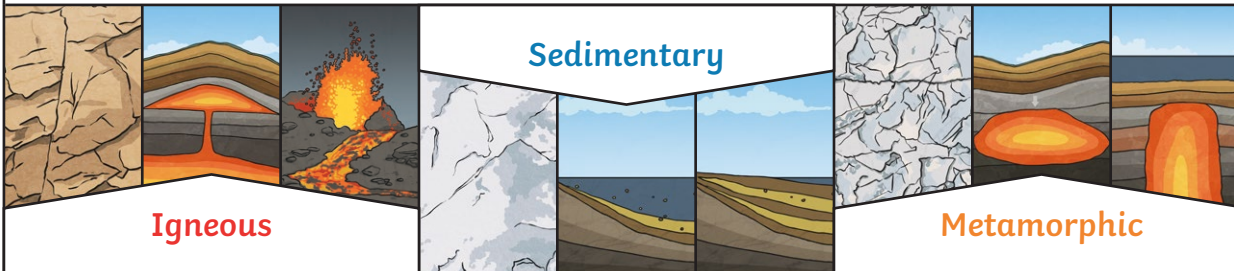

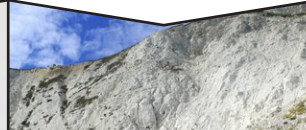






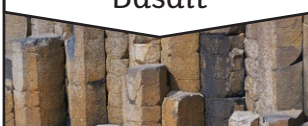



One of the main arguments for pupils wearing a school uniform is that all children will look similar. Many people view this as a positive thing because it stops pupils from feeling uncomfortable if their clothes are not as expensive or fashionable as their friends'. Furthermore, some parents argue that having a school uniform makes life easier for them because they know exactly what their child will be wearing each day. Ultimately, this saves time for busy parents and stops arguments about the suitability of certain clothing for school. It is a fact that some adults have to wear a uniform for their job, such as police officers, nurses or paramedics. For that reason, many people believe it is a good idea for children to get used to wearing a uniform from an early age.



On the other hand, some people argue that making children wear a uniform could prevent them from showing their personality. In addition, school uniforms can be expensive if they have to be bought from a certain shop. This could mean that some parents would not be able to afford a new uniform. Some school uniforms can also be uncomfortable if the material used is itchy or woolly. It could be argued that this would cause children to lose concentration in class.

After considering the arguments on both sides, I believe that school uniforms should be worn by pupils to create a sense of school community. In my opinion, I think that children should have some choice over the style of their uniform so that they can give their opinions about what would be most comfortable for them to wear during their school day.

Key Vocabulary	
igneous rock	Rock that has been formed from magma or lava .
sedimentary rock	Rock that has been formed by layers of sediment being pressed down hard and sticking together. You can see the layers of sediment in the rock.
metamorphic rock	Rock that started out as igneous or sedimentary rock but changed due to being exposed to extreme heat or pressure.
magma	Molten rock that remains underground.
lava	Molten rock that comes out of the ground is called lava .
sediment	Natural solid material that is moved and dropped off in a new place by water or wind, e.g. sand.
permeable	Allows liquids to pass through it.
impermeable	Does not allow liquids to pass through it.

Key Knowledge			
There are three types of naturally occurring rock.			
			
Natural Rocks			Human-Made Rocks
Igneous	Sedimentary	Metamorphic	
Obsidian	Chalk	Marble	Brick
			
Granite	Sandstone	Quartzite	Concrete
			
Basalt	Limestone	Slate	Coade Stone
			

Some words you might use to discuss the properties of a rock:	
hard, soft, permeable , impermeable , durable (meaning resistant to weathering), high density, low density. Density measures how 'bulky' the rock is (how tightly packed the molecules are).	

Key Vocabulary

fossilisation	The process by which fossils are made.
palaeontology	The study of fossils.
erosion	When water, wind or ice wears away land.

Caves are formed when water **permeates** through the bedrock and **erodes** some of the rock away. Over thousands of years these caves can become very large.

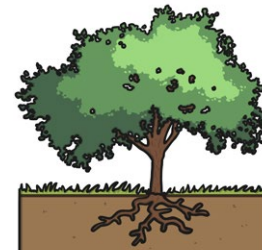


Key Knowledge

Soil is the uppermost layer of the Earth. It is a mixture of different things:

- minerals (the minerals in soil come from finely broken-down rock);
- air;
- water;
- organic matter (including living and dead plants and animals).

Soil



topsoil



subsoil



bedrock



Fossilisation

An animal dies. It gets covered with **sediments** which eventually become rock.

More layers of rock cover it. Only hard parts of the creature remain, e.g. bones, shells and teeth.

Over thousands of years, **sediment** might enter the mould to make a **cast fossil**. Bones may change to mineral but will stay the same shape.

Changes in sea level take place over a long period.

As **erosion** and weathering take place, eventually the fossil becomes exposed.



Knowledge Organiser - Unit 1 Year 3

Musical Spotlight: Writing Music Down

Name:


Social Question: How Does Music Bring Us Closer Together?

Class:

Understanding Music

Tempo:	Andante — at a walking pace (100bpm)
Time signature:	4/4 — there are four crotchet beats in a bar
Key signature:	G major — there is one sharp in the key signature (#)
Rhythmic patterns using:	Minims, crotchets and quavers

Improvise Together

Time signature:	2/4
Key signature:	C major
Notes:	C, D, E, G, A 

SONG 1

Home Is Where The Heart Is

Style: Country

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: C major — there are no sharps or flats in the key signature



Circle the part you played:

Part 1: C, D, E, F, G, A, B

Part 2: C, D, E, F, G, A, B

(Recorder): C, F, G, A, B

Part 3: C, D, E, F, G, A, B

(Recorder): C, F, G, A, B

Part 4: C, D

(Recorder): F, G, A

Circle the notes you improvised with:

C, D, E, F, G

SONG 2

Let's Work It Out Together

Style: Pop

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: C major — there are no sharps or flats in the key signature



Circle the part you played:

Part 1: C, D, E, F, G, A

Part 2: C, D, E, F, G, A

(Recorder): E, F, G, A, C

Part 3: C, E, F, G, A

(Recorder): E, G, A, C

Part 4: C

(Recorder): G

Circle the notes you composed with:

C, D, E, G, A

SONG 3

Please Be Kind

Style: Pop

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: C major — there are no sharps or flats in the key signature

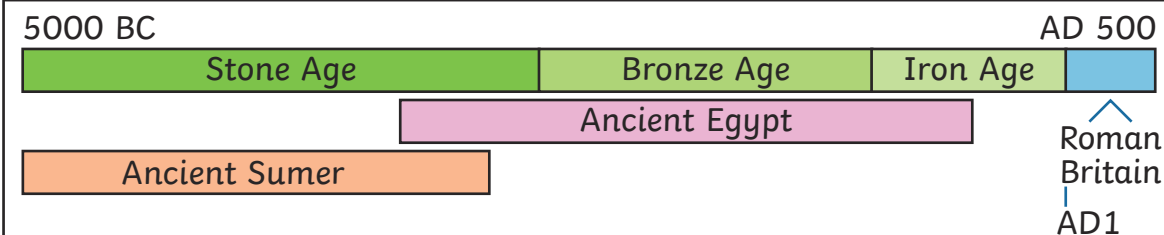


Discuss together what this song was about. Write down three words about the song:

Key Vocabulary

ancient astronomy	The study of the things outside of Earth's atmosphere from the very distant past.
bone marrow	A substance high in fat and nutrients found inside bones.
earthwork	A large bank or mound that has been made by moving soil.
flint	A very hard stone that can produce a spark when struck by another stone.
hunter-gatherer	Someone who hunts animals and gathers wild food to eat.
prehistoric	Before written records began.

Timeline



When Was the Stone Age?

The Stone Age (a period of time when humans used stone to make tools) covers a huge period of time - over 3 million years.

It can be broken down into 3 smaller time periods:

Palaeolithic - around 3,000,000 BC. Early humans used simple stone tools with sharp edges.

Mesolithic - around 10,000 BC. Humans were **hunter-gatherers** and constantly on the move in order to stay safe and warm.

Neolithic - around 4500-2400 BC. Farming developed and villages were built.

What Did the Stone Age People Have to Do?

hunt and gather food

find water and shelter

skin animals and make clothes

collect firewood for making fires to cook on and keep warm

make tools and weapons

There is evidence that the Stone Age people were skilled at fishing and crafts. We also know that they developed farms to live off and that they took part in religious rituals.





Skara Brae

In 1850, a Stone Age village thought to have been built around 3000 BC was discovered on Orkney, off the North coast of Scotland.

It provided evidence that the Stone Age people were beginning to settle down, making homes and farming rather than constantly moving around.

The remains of eight circular houses were discovered. These houses contained a fire pit in the middle, beds built into the walls and a set of stone shelves called a dresser. The roofs were possibly made from a timber or whalebone frame covered in seaweed, animal skin or grass.

It is believed that the original village was added to later with larger houses being more rectangular.

Carved patterns can be found on the walls of one of the buildings.

Hunter-Gatherers

Weapons such as stone axes, spears, bows and arrows were all used to hunt for food.

Horse, deer, hares, seabirds, fish were all eaten. Every part of the animal was used including **bone marrow** and the skin for clothing.

Seeds, berries, nuts, eggs and insects were also gathered.

Stonehenge

A very famous, **prehistoric** monument in Wiltshire, England. Building started around 5000 years ago.

It is thought to have been used for **ancient astronomy**, religious ceremonies or places of healing.

Some of the stones were brought from Preseli Hills in South Wales - 240 miles away!

Sarsen Stones were vertical stones with a horizontal stone laying across the top making 'doorways'.

Originally, this monument was just an **earthwork** and up to 150 people were buried there. Huge stones were then added in different stages. What we see today are enormous stones placed in a circular and horseshoe pattern.





Jigsaw PSHE knowledge and skills progression: Being Me In My World Ages 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the planned Being Me in My World Puzzle (unit of work) for this age group, includes some of the key vocabulary and contains suggestions for Family Learning

Please ask your child's school for details of any adaptations they have made to the programme in line with their school policy as some of the content and vocabulary may have been changed, or be taught in a different year group. This may be especially true if this is their first year of using Jigsaw PSHE 3-11.

BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 7-8	<ul style="list-style-type: none"> Understand that they are important Know what a personal goal is Understanding what a challenge is Know why rules are needed and how these relate to choices and consequences Know that actions can affect others' feelings Know that others may hold different views Know that the school has a shared set of values 	<ul style="list-style-type: none"> Recognise self-worth Identify personal strengths Be able to set a personal goal Recognise feelings of happiness, sadness, worry and fear in themselves and others Make other people feel valued Develop compassion and empathy for others Be able to work collaboratively 	<ul style="list-style-type: none"> What would your 'nightmare school' look, sound and feel like? What would your 'dream school' look, sound and feel like? What are emotions? Can you name some different ones? Can you give some examples of positive (helpful) choices that could lead to a reward? Why is making someone feel welcome an important skill? What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons Can you tell me about Calm Me time?
	<p>In this Puzzle (unit) the children learn to recognise their self-worth and identify positive things about themselves and their achievements. They talk about new challenges and how to face them with positivity. The children talk about the need for rules and how these relate to rights and responsibilities. They talk about choices and consequences, working collaboratively and seeing things from other people's points of view. The children talk about different feelings and the ability to recognise these feelings in themselves and others. They set up their Jigsaw Journals and establish the Jigsaw Charter.</p>		
	<p>New key vocabulary that may be introduced: Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Group Dynamics, Team Work, View Point, Ideal School, Belong.</p>		

Notes for

School

Charcoal	Burnt wood that can be used to draw with
Drawing medium	Different materials used to draw e.g. pencils, charcoal, pastels
Pigment	The colour in a natural object
Prehistoric	A time in the past before humans wrote things down to record history
Proportion	How big a part of something looks compared to the rest of it
Scale up	Enlarge a drawing so the proportions stay the same
Smudging	Blending a soft drawing material on a surface
Stone age	The oldest period in which humans are known to have lived, lasting over 2.5 million years

Prehistoric people painted in dark conditions



People living in the Stone Age drew and painted animals because animals were an important food source



People living in the Stone age made paint and dye using natural objects like berries, burnt wood, plants and animal fats.

The colours used in cave art reflect the pigments that could be found. Green and blue were hard to find and make into paint.

Historians think paint was applied using natural objects like animal hair brushes, or was sprayed on using hollowed out bones.