

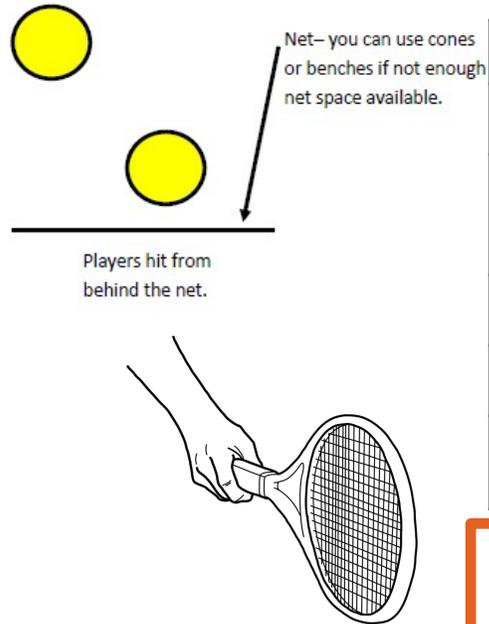
Knowledge Organiser: Year 3 Tennis

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.

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.

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

Head: Keep count/score of a game.

Hand: Show tennis ready position.

Heart: Play against an opponent.

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.



Knowledge Organiser: Swimming Beginners

Prior Learning:

Swim short distances, between 5 & 10 metres and propelling themselves forward using swimming aids. Move around the pool with feet touching the ground. Play games including putting face in the water, splashing and attempting to float.

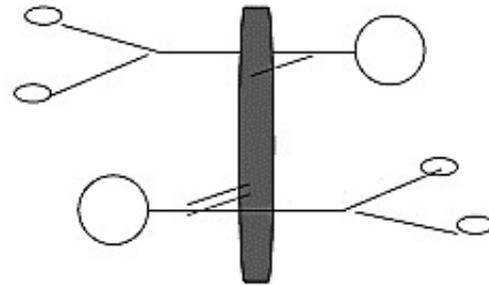
Unit Focus: Swim short distances unaided between 5 & 20 metres using one consistent stroke. Propel themselves over longer distances with the assistance of swimming aids. Move with more confidence in the water including submerging themselves fully. Enter and exit the water independently.

Head: Move with more confidence in water including submerging themselves fully.

Hand: Apply basic arm and leg action to 'doggy paddle'.

Heart: Aware of other children around them in the pool.

Equipment needed: Floats, noodles, armbands, floating toys such as spinning eggs, whiteboard and pen.



Key Vocabulary/Skills

Pulling and pushing.	Swim, kick, front, back, arms, legs, lie on front back, breath, splash, sculling, doggy paddle, prone, supine, glide, stroke, float, pace.
Stabilising - feet upright off the ground.	
Submerging.	
Prone float.	
Supine float.	
Leg action on back.	
Push, glide, turn.	
Doggy paddle.	
Transition from glide to stroke.	

Key Questions:

1. How long could you glide for when your partner counted?
2. Did they improve their distance and with which stroke?
3. What will help you to move faster when you are sculling on your back?

