

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



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.

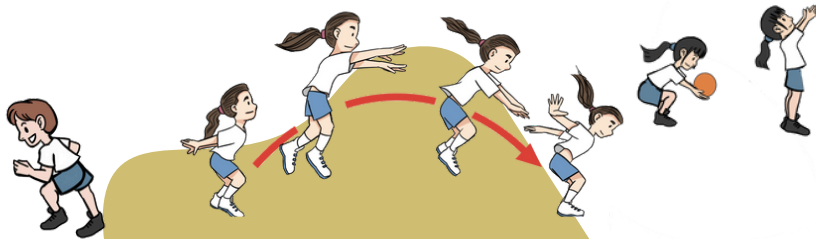
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Knowledge Organiser

Athletics Year 4

About this Unit

In this unit you will be set challenges for distance and time that involve using different styles of running, jumping and throwing. You will try to achieve your greatest possible speed, distance or accuracy and learn how to persevere to achieve your personal best. You will learn how to improve by identifying areas of strength as well as areas to develop. You will also be given opportunities to lead when officiating as well as observe and provide feedback to others.



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

distance: how far or how high

heave: throwing with power from low to high

launch: the point where an object is let go

measure: to mark a distance

official: referees who judge events

officiate: to be in charge of the rules

pace: how fast you are running

power: speed and strength combined

record: to make note of

speed: how fast you are travelling

stamina: the ability to move for sustained periods of time

stride: the length of the step

technique: the action used correctly

transfer of weight: movement of body weight from one place to another



Ladder Knowledge



Running:

Pace yourself when running further or for a long period of time. A high knee drive, pumping your arms and running on the balls of your feet will give you power to run faster.

Jumping:

Transferring weight will help you to jump further. Swing your arms forwards and push your hips forward to help you to transfer weight.

Throwing:

Transferring weight will help you to throw further. Move the weight from your back leg to your front leg to help you to throw further.

Movement Skills

- pace
- sprint
- jump for distance
- throw for distance

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

Social collaboration, leadership

Emotional perseverance, determination, honesty

Thinking reflection, observing and providing feedback, exploring ideas, comprehension

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 are measured from the throw line to where the object first lands.

Rules

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



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- 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.



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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	Netball		
Boccia	Football		
New Age Kurling	Tag Rugby	Rounders	Tennis
Dodgeball	Handball	Cricket	Volleyball
	Basketball	Baseball	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

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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Basketball Year 4

About this Unit

Basketball is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

Basketball was invented in 1891 by an American PE teacher called James Naismith. The game was created so that his students could play indoors in the winter. The first game of basketball used peach baskets as the hoops which is why it is known as basketball!



Invasion Games Key Principles

attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	

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



Key Vocabulary

accelerate: speed up
accurate: successful in reaching the intended target
decision: select an outcome
delay: to slow someone down
deny: to prevent an action happening
gain: get possession of the ball
option: possible choices
possession: to have
pressure: to add challenge
protect: to look after
receiver: the person collecting or stopping the ball
referee: the person who makes sure the rules are followed
supporting: being an option for the person with the ball
teamwork: working with others to succeed
tournament: a competition of more than two teams



Ladder Knowledge



Sending & receiving:

Cushioning a ball will help you to control it when catching it.

Dribbling:

Protecting the ball when you dribble will help you to maintain possession.

Space:

Moving into space will help your team keep possession and score goals.

Attacking

Shoot when close to goal or if there is a clear path.

Defending:

Mark a player to stop them from being an option. Try to intercept the ball as it is passed.

Movement Skills

- run
- jump
- throw
- catch
- dribble
- shoot

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

Social responsibility, communication, support

Emotional honesty, independence, confidence, perseverance

Thinking exploration, observation, select and apply skills, make decisions

Rules

- Double dribble:** dribbling the ball with two hands at the same time and / or dribbling the ball, catching it and then dribbling again.
 - Travelling:** moving with the ball without dribbling it.
 - Foul:** you cannot push, hold or make contact with an opponent that stops their movement.
- If a rule is broken, the opposing team get a free pass.

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 basketball 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

Dribble to Score

What you need: a ball, 4 socks, 2 players

How to play:

- Mark a square with four socks.
- The attacker scores a point for dribbling to touch a sock with the ball.
- Once a point is scored, the defender steps three steps away to give the attacker space to attack again.
- The attacker cannot score on the same sock that they have started from.
- If the defender wins the ball, they become the attack.

Top tips:

- Defenders, aim to block spaces and only collect the ball when the attacker's hand is not in contact with it.
- Attackers, turn your back to the defender and hold them off with your non dribbling hand to protect the ball



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Cricket Year 3

About this Unit

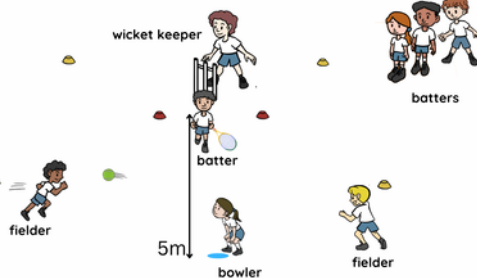
Cricket is a striking and fielding game. The game has one fielding and one batting team.

In cricket, players use their hands to catch balls, swing the bat to hit the ball, and field the ball while it's in motion. These actions require hand-eye coordination, which is essential for many other activities both in sports and daily life.

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
bowl: when the bowler sends the ball to a batter
caught out: when a player catches an opponent's ball deeming them out
no ball: a bowled ball deemed to be outside of the rules
runs: what points are called in cricket

strike: to hit
tactics: a plan or strategy
technique: the action used correctly
tournament: a competition of more than two teams
track: to follow
umpire: a person who referees the game making sure the rules are followed
wicket: the three upright sticks and base

Ladder Knowledge



Striking:

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

Fielding:

Communicate with teammates before throwing them a ball.

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 throwing
- underarm bowling
- batting
- catching

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

- Social** communication, support, collaboration, respect
- Emotional** honesty, perseverance, determination
- Thinking** select and apply skills and tactics, make decisions

Rules

BOWLING

- Underarm, only one bounce allowed or deemed a no-ball.

RUNS

- 1 point for each run between the wickets.
- 4 runs for a hit past the boundary which bounces first.
- 6 runs for a hit past the boundary which doesn't bounce first.
- If a 4 or 6 is scored, the runs between wickets do not count.

Fielders

- Spread out close to boundaries to prevent 4's and 6's.
- More fielders on one side based on the batter's dominant hand.

Tactics

BATTING

- Batting teams are organised into pairs

OUT

- Bowled out: bowler bowls a ball that hits the wicket
- Caught out: fielder catches a batted ball
- Stumped out: wicket keeper stumps the wicket when the batter isn't there

Batters

- Bat to space away from fielders.

Healthy Participation



Always keep a safe distance between yourself and a batter. Ensure you handle the racket/bat in the way suggested by the teacher at all times.

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

How will this unit help your body?

Balance, speed, strength, co-ordination, agility.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Score Runs

What you need: two or more players, a ball or rolled up pair of socks and two markers.

How to play:

- One player is the umpire and one the batter.
- Umpire counts how many runs the batter can complete in one minute (swap roles).

Then:

- The batter collects a ball, the umpire is now a fielder.
- The batter throws the ball and completes as many shuttle runs as they can.
- The fielder collects the ball and touches it on a marker to stop the batter.

How many runs did the batter score? Switch roles.



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Get Set 4
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Dance Year 3

About this Unit

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

Machines

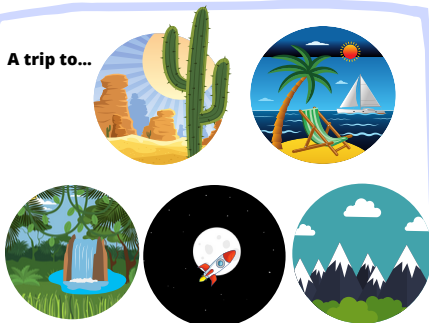
There are an estimated 10 million factories in the world.

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

1 3 5 7

Step 3: Step Kick, Step Touch

counts: 1,2,3,4,5,6,7,8

Step 2: Heel, Toe

counts: 1,2,3,4,5,6,7,8

2 6

1 5

3 7

4 8

step forward right foot, kick with left

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

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

Social

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

Emotional

confidence, acceptance, sensitivity, perseverance

Thinking

select and apply actions, creativity, observe and provide feedback

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

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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Get Set 4
Education

Knowledge Organiser

Dance Year 4

About this Unit

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

This
dance is
inspired
by a spy!

Counts 1-4:
Creep forwards lightly on your toes,
looking from side to side.

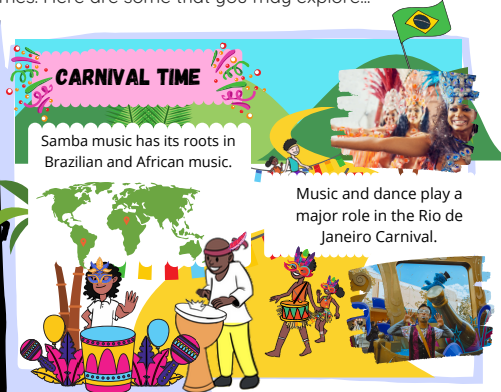
Counts 5-8:
Stand with your feet shoulder width apart,
bend your knees. Transfer weight from left to right,
turning your head from left to right.
Repeat other side.

Counts 1-4:
Step whilst turning, travelling sideways to the left.

Counts 5 and 6:
Kick your right foot round in a circle.

Counts 7 and 8:
Run backwards quickly.

The Spy Set Phrase



CARNIVAL TIME

Samba music has its roots in
Brazilian and African music.

Music and dance play a
major role in the Rio de
Janeiro Carnival.

States of Matter

solid	actions	dynamics	space	relationships
	kick lunge stamp step slide	strongly heavily robotically	same level straight pathways	unison side by side in contact matching
liquid	slide wave twist ripple extend	smoothly fluidly gently gracefully	curved pathways varied directions	some performers in contact canon
	spin leap roll jump kick	smoothly gently fluidly	varied directions pathways levels	random timing not in contact spaced

The Twist

- The twist was a dance inspired by rock and roll music.
- It became the first worldwide dance craze in the early 1960s.
- The actions are wild and spontaneous, with swivelling of the hips and toes as the dancer moves up and down.
- Big facial expressions and exaggerated moves.

Key Vocabulary

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

action and reaction: one movement has an effect on another movement e.g. push/pull, up/down, forward/backward

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

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

expression: actions or gestures used to share thoughts or feelings

flow: actions that move from one to another easily

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

match: to perform the same action as someone else

mirror: reflecting the movements of another person as if they are a reflection

mirror: reflecting the movements of another person as if they are a reflection

order: the sequence of actions

performance: the complete sequence of actions

phrase: a short sequence of linked movements

relationship: the ways in which dancers interact; the connections between dancers

represent: to stand for something

rhythm: a strong, regular repeated pattern of movement

space: the 'where' of movement such as levels, directions, pathways, shapes

structure: the way in which a dance is ordered or organised

timing: moving to the beat of the music

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

Ladder Knowledge



Actions:

Some actions are better suited to a certain character, mood or idea than others. Think carefully about the actions you choose to help you show your dance idea.

Dynamics:

Some dynamics are better suited to a certain character, mood or idea than others. Think carefully about the dynamics you choose to help you show your dance idea.

Space:

Space can be used to express a certain character, mood or idea.

Relationships:

Some relationships are better suited to a certain character, mood or idea than others. Think carefully about the relationships you choose to help you show your dance idea.

Movement Skills

- actions
- dynamics
- space
- relationships

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

Social co-operation, communication, inclusion, collaboration

Emotional confidence, empathy, determination

Thinking observe and provide feedback, select and apply skills, creativity, comprehension

Strategies

Being aware of other performers in your group will help you to move in time. You can select from a range of dance techniques to help translate your dance idea such as actions, space, dynamics and relationships.

Healthy Participation



You should be bare foot for dance.

Ensure you always work in your own safe space when working independently.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

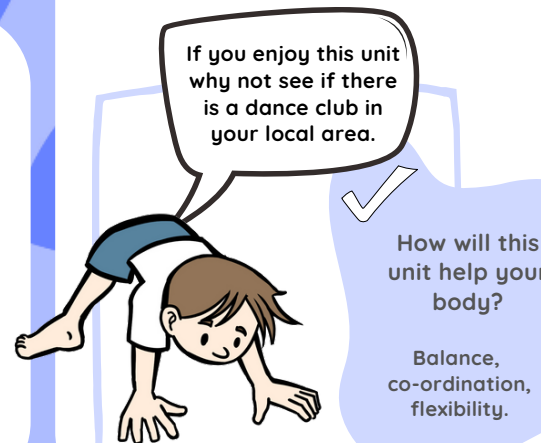
Family Fun Dance

How to play:

- Think of the typical gestures and movements some of your family members do all of the time.
- Decide on two or more typical movements for each person.
- Link these into a dance performance and add some music to your dance.
- Perform to your family.
- If you have a brother or sister, you could create the dance with them about your parents.

You could even use your pets for ideas.

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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.

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



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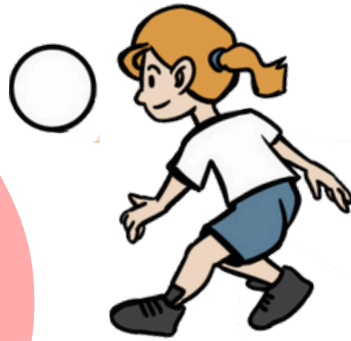
Dodgeball Year 3

About this Unit

Dodgeball is a target game played between two teams. Players must dodge or catch balls thrown by the opposition whilst attempting to strike their opponents in the same way.

Key Principles of Target Games (dodgeball, golf)

attacking	defending
placement of an object	avoid getting out



Key Vocabulary



agility: the ability to change direction quickly

caught out: when a player catches an opponent's ball deeming them out

communicate: share information

hit out: when a player in dodgeball is hit below the shoulders by a live ball

opposition: the other team

power: speed and strength combined

tactic: a plan or strategy

teammate: a player on the same team as you

technique: the action used correctly

tournament: a competition of more than two teams

Ladder Knowledge



Throwing:

Throw slightly ahead of a moving target.

Catching:

Begin in a ready position to help you react to the ball.

Movement Skills

- throw
- catch
- dodge
- jump

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

Social respect, co-operation, communication

Emotional honesty, self regulation, confidence

Thinking comprehension, select and apply, tactics

Rules

- A player is 'hit -out' when hit below the shoulders with a ball that has not bounced.
- A player is 'caught-out' when an opponent catches their throw.

Tactics

Using simple tactics will help your team succeed e.g. spread out so that you are harder to aim for.

Healthy Participation



- Unused balls must be stored in a safe place.
- Head shots do not count in dodgeball.

Home Learning



Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Fireball



What you need: 1 x pair rolled up socks, 2 x cushions, 2 x players

Practise:

- Practise throwing the socks to a partner.
- Every 4 successful catches move back a little bit and try again.

How to play:

- Place the cushions 4m apart.
- How many times can you run between the cushions without being hit by the socks.
- Thrower can only aim below the shoulders.
- Swap roles.



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



How will this unit help your body?

agility, balance, co-ordination, speed.



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



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Knowledge Organiser

Fitness Year 4

About this Unit

Regular physical activity can do so many wonderful things to your overall health and fitness. It helps improve memory, makes you feel happier and gives you more energy. Regular exercise helps to build strong bones, strengthen your muscles and even improves sleep.

Physical fitness includes many different parts such as agility, balance, co-ordination, speed, stamina and strength. These elements are so important in everyday activities such as these examples...



- Agility: if you need to dodge someone in a busy playground.
- Balance: when you put trousers on.
- Co-ordination: when brushing your teeth.
- Speed: when running after a bus.
- Stamina: when playing the whole of lunchtime.
- Strength: when carrying your school bag.



Can you think of any other examples of when these elements of fitness would be useful?

Key Vocabulary

accelerate: speed up
agility: the ability to change direction quickly
balance: the ability to maintain stability when stationary (static balance) or when moving (dynamic balance)
co-ordination: moving two or more body parts at the same time
control: being able to perform a skill with good technique
decelerate: slow down
direction: forwards, backwards, sideways
dynamic: on the move
muscle: tissue that helps us to move our bodies
progress: to improve
react: to respond to quickly
record: to make note of
speed: how fast you are travelling
stamina: the ability to move for sustained periods of time
static: on the spot
strength: the amount of force your body can use
technique: the action used correctly



Ladder Knowledge



Agility:

Keep your elbows bent when changing direction to help you to stay balanced.

Stamina:

You need to pace yourself when running further or for a long period of time.

Balance:

You need to squeeze different muscles to help you to stay balanced in different activities.

Speed:

A high knee drive, pumping your arms and running on the balls of your feet will give you more power.

Co-ordination:

If you begin in a ready position, you can react quicker.

Strength:

Strength comes from different muscles and it can be improved in different ways.

Movement Skills

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

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

Social support others, work safely, communication

Emotional perseverance, determination, honesty

Thinking identify areas of strength and areas for development

Strategy

Identify your areas of strength and your areas for development. Then, think of everyday activities where you could practice e.g. standing on one foot while brushing your teeth will develop balance and co-ordination.

Healthy Participation



- Focus on your own results without comparing them with others in the class.
- Work within your own capabilities.
- All actions need to be performed with control.

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

Stickman

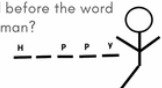
What you need: A pen and piece of paper, one player, one person to choose the words.

How to play:

- One person (the word master) chooses a word and draws lines on the paper, one for each letter.
- The player guesses a letter that could be in the word. If they are correct the word master writes the letter on the correct line.
- If the named letter is not in the word the word master draws part of a stickman and the player must complete 10 of one of the below exercises.

star jumps / hops / sit ups / jumping twists / press ups

- Can the player guess the word before the word master draws a complete stickman?
- NB. stickman to include head, body, two arms and two legs



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



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Knowledge Organiser

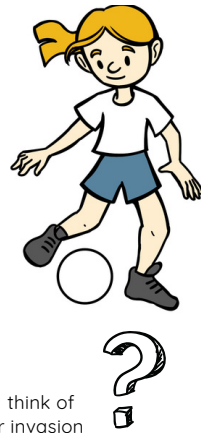
Football Year 4

About this Unit

Football is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

Bally ballerson!

Early versions of football can be traced back over 3000 years to the Mesoamerican civilisation where the ball they played with was actually a rock! Ancient Chinese civilisations used a round ball made out of feathers or fur, the Aborigines used balls made of leaves and in Medieval Europe the ball was made out of a pig's bladder. When football as we know it grew in popularity, the ball changed too and nowadays, the ball is made out of leather.



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

Invasion Games Key Principles

attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	

Key Vocabulary

accelerate: speed up
communicate: share information
control: being able to perform a skill with good technique
cushion: take the power out of an object
decision: select an outcome
delay: to slow an object or player
deny: to prevent an action happening
invasion: a game of two teams who invade each other's space to score goals
opposition: the other team
option: possible choices
pitch: the space used for the game
possession: to have
referee: the person who makes sure the rules are followed
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:

Cushioning the ball will help you to control it when receiving it.

Dribbling:

Using changes of direction and speed when you dribble will help you to maintain possession.

Space:

Moving into space will help your team keep possession and score goals.

Attacking:

Shoot when close to goal or if there is a clear path. Pass when a teammate is free and in good space.

Defending:

Mark a player to stop them from being an option. Try to intercept the ball as it is passed.

Movement Skills

- run
- dribble
- pass
- receive
- track

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

Social

co-operation, respect, communication

Emotional

determination, honesty, persevere, independence

Thinking

decision making, comprehension, select and apply, use tactics

Rules

- Physical fouls include pushing, tripping, pulling, overly aggressive play.
- You cannot touch the ball with your hands.
- If either of these rules are broken, a free kick is awarded to the other team. All players must be five big steps away from the person taking the free kick.
- If a ball goes out of play on a side line, a throw in is taken by the team who did not have last contact with the ball.
- A corner is taken if the ball goes out of play on a goal line and is kicked out by the defending team.
- A goal kick is taken if the ball goes out of play on a goal line and is kicked out by the attacking team.

Tactics

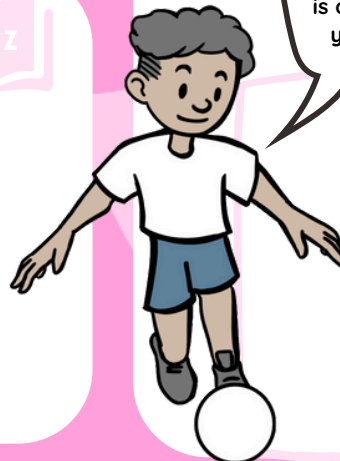
Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals.

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

Shrink and Move



What you need: A ball and three markers e.g. cushions

How to play:

- Place two markers 2m apart to create a goal and the third marker 5m away as the starting point.
- Attempt to kick the ball through the goal.
- If successful, **shrink** the goal making it smaller. Repeat, trying to kick the ball through the goal.
- If successful, **shrink** the goal again and repeat.
- When the goal is ball sized, the next challenge is to **move** the start cone back 1m.
- If successful, repeat **moving** the start cone back again.



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Knowledge Organiser

Fundamentals Year 3

About this Unit

Fundamental movement skills are the basic movements that you use throughout life. These skills involve different parts of your body and help you do things like running, jumping, and balancing. They're like the building blocks for all the other sports and activities you'll do in your life. So, when you practice these skills, you're getting better at moving your body in different ways, which makes it easier for you to play games and sports, and even just have fun with your friends!

- Agility: if you need to dodge someone in a busy playground.
- Balance: when you put trousers on.
- Co-ordination: when brushing your teeth.
- Speed: when running after a bus.



Can you think of any other examples of when these elements would be useful?



Key Vocabulary



agility: the ability to change direction quickly

balance: the ability to maintain stability when stationary (static balance) or when moving (dynamic balance)

co-ordination: moving two or more body parts at the same time

control: being able to perform a skill with good technique

rhythm: a strong, regular repeated pattern of movement

take off: how you leave the ground e.g. one foot or two feet.

technique: the action used correctly

Ladder Knowledge



Running:

Leaning slightly forwards helps to increase speed. Leaning slightly backwards helps you to slow down.

Agility helps us with everyday tasks.

Balancing:

Balance helps us with everyday tasks.

Jumping and hopping:

If you jump and land quickly, you will travel further.

Skipping:

Turn the rope from your wrists with wide hands to create a gap to step through.

Movement Skills

- balance
- run
- dodge
- hop
- jump
- skip

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

Social respect, communication, co-operation, safety

Emotional determination, perseverance, honesty, independence

Thinking comprehension, select and apply, tactics, exploration

Strategy

Try to develop your fundamental movement skills in everyday activities e.g. standing on one foot while brushing your teeth will develop balance and co-ordination. Hopping or jumping to the kitchen will give you a chance to develop these skills.

Healthy Participation



- Move in a safe way both with and without equipment.
- Ensure that all equipment is stored safely when not in use.



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



Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk



Stick Lunge



What you need: 2 players and stick e.g. a broomstick / mop

How to play:

- Players take it in turns to perform a lunge action.
- Knees low, back straight, chest facing forwards.
- Lift the stick horizontally in front, with arms locked straight.
- The other player attempts to destabilise the lunge by pushing and pulling the stick at the ends.
- The player lunging tries to stay balanced and controlled in their lunge position throughout.
- Count for 30 seconds and switch over.
- Repeat with the opposite leg forward.



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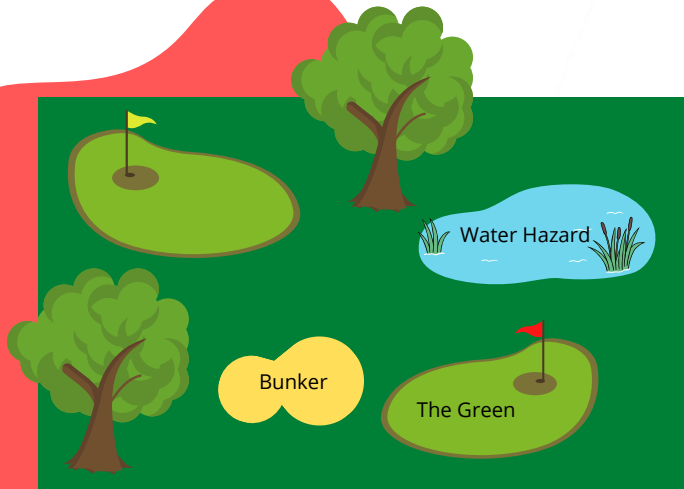
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Knowledge Organiser

Golf Year 4

About this Unit

Golf can be played individually or as a team. Players hit a small ball with a stick, called a club, around a golf course. Golf is a target game. In golf the targets are small holes. Players aim to hit the ball into the holes in as few hits as possible. In golf hits are called strokes.



Key Vocabulary

adjust: change behaviour to achieve desired outcome
chip: a shot used in golf over a short distance
drive: a shot in golf used to hit over a long distance
grip: the way an object is held
opponent: someone not on your team
power: speed and strength combined
putt: a short shot played when the ball is on the green (near the hole)
relaxed: not tense
support: to help
swing: smooth semi circular action
technique: the action used correctly
tournament: a competition of more than two teams



Ladder Knowledge



Striking

using a smooth action will help to increase accuracy.

Movement Skills

- balance
- co-ordination
- striking

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

Social work safely, support and encourage others, collaboration, respect, communication
Emotional perseverance, determination, honesty
Thinking comprehension, observation, provide feedback, select and apply skills

Rules

- Strokes must be taken from where the ball stops.
- Be honest when adding up your score.

Healthy Participation



- Remain a safe distance from others when they are swinging.
- Do not swing the clubs when waiting to play.

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



How will this unit help your body?

balance and co-ordination

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk



Hit it to Win it



What you need: Household items, a ball or rolled up socks

How to play:

- Place the household items out at varying distances.
- Begin behind a line and roll or throw your ball to hit one of your items.
- When successful retrieve the item you hit.
- Playing against someone else? Who can collect the most items?
- Playing by yourself? How quickly can you retrieve all items?
- Make this harder by allocating 2 points for items that are smaller or placed further from your start line.



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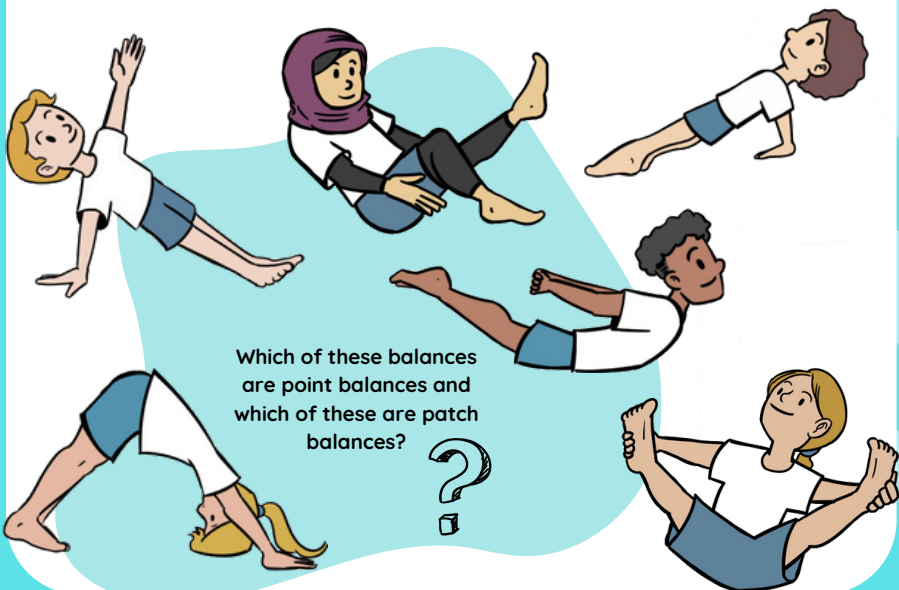
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Education

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.



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

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!



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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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Knowledge Organiser

Gymnastics Year 4

About this Unit

Gymnastics is made up of a range of movement skills including balance, jumps rolls and shapes. Gymnastics began in ancient Greece as a way to exercise and develop physical strength. Modern gymnastics was developed in Germany in the late 1700s by Frederick Ludwig, who is considered the "Father of Modern Gymnastics".

Enter into a balance when both/all pupils have a clear understanding of their role.



Use a wrist grip for improved stability in any balance where pupils are holding hands.

Do not jump onto or off of another person. Always step down with control.



Ensure you have a base of support beneath you. The safest support points are over joints such as the hips and shoulders.



Key Vocabulary



body tension: squeezing muscles to help to be stable when performing actions

bridge: an inverted action on hands and feet

contrast: different to one another

extend: to make longer

flow: smooth link

fluidly: flow easily

inverted: where hips go above head

landing position: a stable position used after jumping

match: the same

momentum: the direction created by weight and power

perform: to present to an audience

rotation: the circular movement of an object around a central point

sequence: a series of actions

shoulder stand: an inverted action on shoulders

stability: balanced

wrist grip: a safe grip used when performing partner or group balances

Ladder Knowledge



Shapes:

Shapes can be used to improve your sequence. Be sure to show each shape clearly.

Inverted movements:

Inverted movements are actions in which your hips go above your head.

Balances:

Keep yourself and others safe in partner balances by using a wrist grip, only standing where there is a base of support and stepping into and out of the balances slowly.

Rolls:

Keep the shape of your roll using body tension.

Jumps:

Land toes first, look forwards and bend your knees to land with control.

Movement Skills

- individual and partner balances
- rotation jumps
- straight roll
- barrel roll
- forward roll
- straddle roll
- bridge
- shoulder stand

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

Social work safely, determination, collaboration, communication, respect

Emotional confidence, perseverance

Thinking observe and provide feedback, select and apply actions, creativity, evaluate and improve

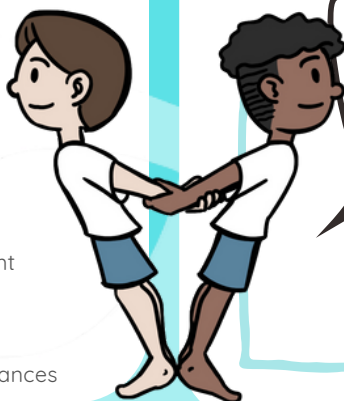
Strategy

Use different directions 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.



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

Home Learning



Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Transporter



What you need: an empty box, 8 x pairs of rolled up socks, one player, one person to time.

How to play:

- The player begins lying on their back with the box at their head and the socks at their feet.
- They need to transport the rolled up socks, one at a time from their feet to the box behind their head.
- They can only use their feet to transport the socks.

How quickly can you move the socks?



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



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Knowledge Organiser

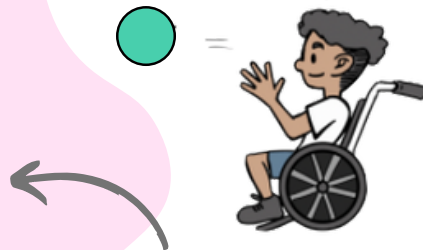
Handball Year 4

About this Unit

Handball is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

Handball as we know it now was founded at the end of the 19th century and is particularly popular in northern Europe, in places like Germany and in Scandinavia. Handball first appeared at the Olympics in 1936.

Can you set up your own game and practise your handball skills at lunchtime?



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



Invasion Games Key Principles

attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	

Key Vocabulary

accelerate: speed up
accuracy: how close the object is to the given target
decision: select an outcome
delay: to slow an object or player
deny: to prevent an action happening
gain: get possession of the ball
intercept: to gain possession of the ball
invasion: a game of two teams who invade each other's space to score goals

momentum: the direction created by weight and power
opposing: in competition with
option: possible choices
referee: the person who makes sure the rules are followed
supporting: being an option for the person with the ball
timing:
tournament: a competition of more than two teams



Ladder Knowledge



Sending & receiving:

Cushioning a ball will help you to control it when catching it.

Space:

Moving into space will help your team keep possession and score goals.

Attacking:

Shoot when close to goal or if there is a clear path. Pass when a teammate is free and in good space.

Defending:

Mark a player to stop them from being an option. Try to intercept the ball as it is passed.

Movement Skills

- throw
- catch
- run
- jump
- shoot
- change direction
- change speed

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

Social

communication, co-operation, work safely, collaboration, respect

Emotional

honesty and fair play, determination, confidence, empathy

Thinking

decision making, identify, select and apply, reflection

Rules

The rule of three:

- If you have the ball in your hands you can take three steps then you either have to pass or shoot.
- Can only hold the ball for three seconds if standing with the ball.
- Must be three steps away from a person taking a free pass.

Free pass:

- If a rule is broken or the ball goes out of play, a free pass is awarded to the other team.

Tactics

Using attacking tactics will help your team to maintain possession and score goals. Using defending tactics will help your team to 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 handball 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



Sock Pick Up

What you need: 2 people, 2 markers e.g. cushions and a sock and a space

How to play:

- Place out your two markers and put the sock on top of one marker.
- One person is the attacker, one the defender.
- Attacker starts at a marker approx. 6m away from the sock and has 1 minute to try to pick the sock up as many times as possible. After each pick up, return to the start marker.
- If the defender tags the attacker, the attacker must go back to the start marker.
- Switch roles.

Top tips:

- Attacker: use quick changes of speed and direction to avoid the defender.
- Defender: track the attacker's movement and go for the tag before they reach the sock.



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



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Knowledge Organiser

Hockey Year 4

About this Unit

Hockey is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

The name 'hockey' is thought to come from a French word 'hoquet' which means 'shepherd's staff'. Stick and ball games can be traced back thousands of years to ancient civilisations in China, Persia, Egypt and Greece.

In modern times, there are different versions of hockey, these include field hockey, ice hockey, roller hockey, and indoor hockey.

Field hockey first appeared in the Olympics in 1908 in London.



Invasion Games Key Principles

attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	



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

Key Vocabulary

accelerate: speed up
control: being able to perform a skill with good technique
cushion: take the power out of an object
decision: select an outcome
delay: to slow an object or player
gain: get possession of the ball
invasion: a game of two teams who invade each other's space to score goals
opposition: the other team
option: possible choices
possession: to have
receive: to collect or stop a ball that is sent to you
referee: the person who makes sure the rules are followed
tackle: to stop an opposing player with the ball
tournament: a competition of more than two teams



Ladder Knowledge



Sending & receiving:

Cushioning the ball will help you to control it when receiving it.

Dribbling:

Using changes of direction and speed when you dribble will help you to maintain possession.

Space:

Moving into space will help your team keep possession and score goals.

Attacking and defending:

As an attacker shoot when close to goal or if there is a clear path. Pass when a teammate is free and in good space. As a defender mark a player to stop them from being an option. Try to intercept the ball as it is passed.

Movement Skills

- dribble
- pass
- receive
- intercept
- run
- shoot

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

Social communication, collaboration, work safely, respect

Emotional honesty, perseverance, determination

Thinking decision making, select and apply, comprehension, identifying strengths and areas for development

Rules

Feet:

- You cannot kick the ball. Try not to let the ball touch your feet. If feet are intentionally used, a free pass is awarded.

Sticks:

- The stick cannot be lifted higher than waist height, and you can only use the flat side.
- You cannot intentionally interfere with another person's stick.
- If these rules are broken, a free pass is awarded.

Free pass:

- If a rule is broken, a free pass is awarded to the other team.
- All players must be three big steps away from the person taking the free pass.

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.
- Don't lift your stick higher than your waist.
- Ensure you are working in a safe space away from others.

If you enjoy this unit why not see if there is a hockey 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



Hockey Obstacle



What you need: Markers, stopwatch, a tupperware lid and rolled up socks

How to play:

- Create an obstacle course using markers e.g. cushions to go around, chairs to push the ball through the chair legs etc.
- Using the tupperware lid as your stick and the socks as your ball, time yourself to see how long it takes you to complete the obstacle course.
- Can you beat your time?
- Make this harder by only using one side of the tupperware box just like when using a hockey stick.

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Knowledge Organiser

OAA Year 3

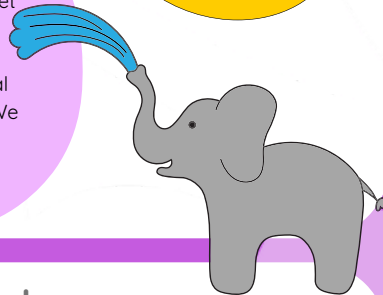
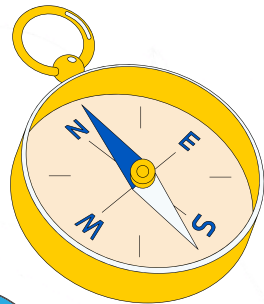
About this Unit

OAA stands for Outdoor Adventurous Activities. These activities can be land based e.g. rock climbing, abseiling, orienteering, they can be water based e.g. kayaking, surfing, sailing or air based e.g. parachuting or paragliding. All of these activities require problem solving, collaboration, decision making and teamwork skills. In this unit, you will learn these skills then put them into practise in an orienteering activity.

Orienteering is an activity that uses a map and compass to help the people taking part find their way around a course.

Maps help you travel from one location to another. They help you to find where you are and how to get where you want to go.

A compass is a device that shows you the cardinal directions. These are North East South and West. We can use a saying to help us to remember this 'Naughty Elephants Spray Water'.
A compass will always point to North.



Key Vocabulary

communication: share information
compass: a device that shows the cardinal directions
course: includes a start point, control points, and a finish point when orienteering
discuss: talk about
honest: give facts
interrupt: to speak while others are speaking
map: used to show locations
route: the path taken
support: to help
symbol: a sign, shape or object representative of different features on a map e.g. a triangle for a mountain
tactics: a plan to solve a problem
teamwork: working with others to succeed
trust: to believe in others



Ladder Knowledge



Problem solving:
Trying ideas before deciding on a solution will help you to come up with the best idea.

Navigational skills:
Holding a map so that the items on the map match up to real life will help you to read and understand the map and situation.

Communication:
Take turns when giving ideas and do not interrupt each other.

Reflection:
Think about when and why you are successful at solving challenges to help you in the future.

Movement Skills

- balance
- co-ordination
- run at speed
- run over distance

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

Social communication, co-operation, inclusion, collaborate

Emotional determination, trust, confidence, honesty

Thinking problem solving, evaluate, reflection, create, comprehension, select and apply

Rules

Use rules given to you honestly to help to keep yourself and others safe.

Healthy Participation



- Listen carefully to safety rules for each challenge considering the space, equipment and other people.
- Work safely around others.



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

How will this unit help your body?

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



Cross the swamp

What you need: Some toys and two pillows

How to play:

- Place your toys 8m away from a start line. This could be in another room if playing indoors.
- Imagine that the space between the start line and the toys is a swamp.
- To rescue the toys use the two pillows to cross the swamp and retrieve one toy at a time.
- You cannot touch the swamp. How many toys can you rescue in 3 mins?

Watch out for the crocs!



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Knowledge Organiser

Rugby Year 3

About this Unit

Rugby is a fun game where two teams play against each other. It's called an invasion game because you try to enter the other team's space to score goals.

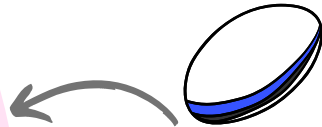
Rugby started in 1823 at a school called Rugby School. A pupil named William Webb Ellis picked up the ball while playing football and ran towards the other team's goal. This new way of playing became rugby!

If you choose to wear tags on your waist, opponents try to pull these off instead of tackling. It's all about teamwork, running, dodging and passing.

Invasion Games Key Principles

attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	

Rugby balls are different because they are shaped like an egg. They became oval by accident because of the rubber tubes used to make them.



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



Key Vocabulary

attack: the offensive action of trying to score goals or points
communicate: sharing information with others
control: with good technique
defend: try to limit the opposition scoring by marking a space or player to gain possession
dodge: change direction quickly, often used to lose a defender or avoid being caught
opposition: the other team

pitch: the space used for a tag rugby game
receiver: the person catching the ball
tactics: a plan that helps you to attack or defend
teamwork: working with others to achieve
technique: how you apply a skill
tournament: a competition of more than two teams

Ladder Knowledge



Sending & receiving:

Swing your hands to your target when throwing to help to send the ball accurately.

Space:

Spread out as a team to help you to move the defenders away from each other.

Attacking and defending:

As an attacker you need to maintain possession and score goals. As a defender you need to stop the opposition and gain possession.

Movement Skills

- throw
- catch
- run
- change speed
- change direction

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

Social communicate, support, collaboration, respect

Emotional perseverance, self regulation, honesty, determination

Thinking make decisions, comprehension, application of rules and tactics

Rules

Tagging:

- Players wear two tags, one on each side.
- Players cannot push off a defender when they are attempting to go for a tag and cannot spin around, guard or shield tags in any way.
- Once you have tagged, stand still, hold up the tag and shout 'tag' then give the tag back. The attacker needs to pass then place the tag back on their belt before re-joining the game.

Forward pass:

- Forward passes are not allowed, the ball must be passed sideways or backwards.

Offside:

- Defending players must try to stay in front of the ball carrier.
- Onside is in front of the ball carrier, offside is behind the ball carrier.

Tactics

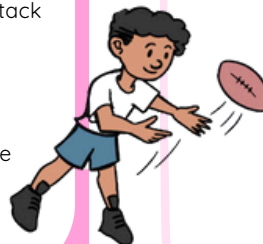
Using simple tactics will help your team to achieve an outcome e.g. we will defend in a line to help us to gain possession of the ball.

Healthy Participation



- Make sure any unused equipment is stored in a safe place.
- Tag rugby is non-contact.

If you enjoy this unit why not see if there is a rugby 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



Hats

What you need: a paper plate or cup per player

How to play:

- Players place their plate or cup on their head.
- Aim of the game is to knock the oppositions object off their head whilst keeping your own.



Who's the last one left?

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Knowledge Organiser

Rugby Year 4

About this Unit

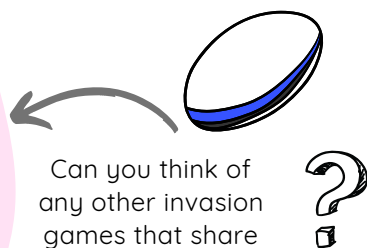
Rugby is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

Rugby was created in 1823 at Rugby School, when William Webb Ellis, one of the pupils there, picked up the ball whilst playing football and began running towards the opposition's goal. In 1871, the first international game was played and rugby is now played all over the world.

Invasion Games Key Principles

attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	

Rugby balls are different to most other balls because of their 'egg shape'. The balls were made using rubber tubes which because of their flexibility became oval by accident!



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

Key Vocabulary

accelerate: speed up
delay: to slow an object or player
dodge: change direction quickly, often used to lose a defender or avoid being caught
forward pass: when the ball is passed in the direction of a team's try line
gain: get possession of the ball
invasion: a game of two teams who invade each other's space to score goals
limit: to reduce
offside: when a tag is made, all defending players must get into an onside position. Onside is in front of the ball carrier, offside is behind the ball carrier.

onside: when the defender is in front of the ball carrier
option: possible choices
pitch: the space used for a tag rugby game
possession: to have
supporting: being an option for the person with the ball
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
try: the name of a point scored by placing the ball over the try line

Ladder Knowledge



Sending & receiving:

Cushioning a ball will help you to control it when catching it.

Space:

Moving into space will help your team keep possession and score goals.

Attacking and defending:

As an attacker run to the try line if there is a clear path. Pass when a teammate is free and in good space. As a defender track a player to stop them from being an option. Try to tag the ball carrier.

Movement Skills

- throw
- catch
- run
- change speed
- change direction

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

Social support others, inclusion, communication, collaboration, respect

Emotional determination, honesty, independence, perseverance

Thinking decision making, comprehension, select and apply, reflection, identify strengths and areas for development

Rules

Tagging:

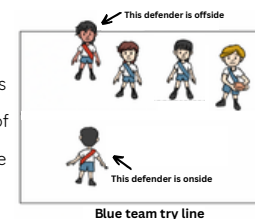
- Players wear two tags, one on each side.
- Players cannot push off a defender when they are attempting to go for a tag and cannot spin around, guard or shield tags in any way.
- Once you have tagged, stand still, shout 'tag...' followed by the number tag it is e.g. 'tag two' then give the tag back. The attacker has 3 seconds to pass then must place the tag back on their belt before re-joining the game. If the defending team make three tags in one attacking play, they gain possession. A player cannot be tagged when taking a free pass.

Forward pass:

- Forward passes are not allowed, the ball must be passed sideways or backwards.
- If a team uses a forward pass (any pass where the ball travels in the direction of the team's scoring/try line), a free pass is given to the non-offending team.

Offside:

- When a tag is made, all defending players must get into an onside position.
- Onside is in front of the ball carrier, offside is behind the ball carrier.
- Defenders must be three big steps in front of the ball carrier after a tag has been made and are not allowed to intercept or block the pass after a tag is made.



Tactics

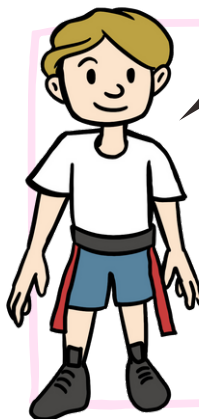
Using tactics will help your team to maintain possession and score or deny space, gain possession and stop goals.

Healthy Participation



- Make sure any unused equipment is stored in a safe place.
- Tag rugby is non-contact.

If you enjoy this unit why not see if there is a rugby 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



The Rescuer

What you need: a marker e.g. a cushion, an object e.g. a teddy bear and a partner

How to play:

- Place your marker down to indicate the start and finish spot.
- Place your object 10m away.
- One person, the rescuer, begins on the start marker, partner begins three big steps away. Rescuer attempts to reach the object and bring it back to the marker without being tagged by your partner.
- If tagged, the rescuer must go back to the start marker to try again.
- Have three attempts then change roles.



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

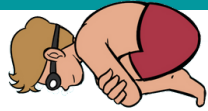


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Knowledge Organiser






Swimming Year 3 and Year 4

About this Unit



Learning how to swim is very important! It's like having a special superpower that helps you stay safe and have lots of fun in the water.

Let's see why:

-  Safe swimmer: when you know how to swim, you can be a safe swimmer and avoid getting into trouble in the water. It's like wearing a magical shield that keeps you safe from water dangers.
-  Water hero: imagine being a water hero who knows how to help someone if they're in trouble in the water.
-  Strong and healthy: swimming is like a workout for your whole body. It makes your muscles strong, your heart happy, and keeps you fit and healthy.
-  Awesome adventures: when you can swim, you can try so many cool things like snorkelling to see colourful fish, surfing on big waves, or even playing fun water games with your friends.
-  Believe in yourself: learning to swim might seem tricky at first, but when you practice and learn, you'll feel very proud of yourself.

Key Vocabulary



alternate: one then the other

backstroke: a swimming style performed on the back

breaststroke: a swimming style performed on the front

breathing: when a swimmer chooses to breathe

buoyancy: how able an object is to float in water

crawl: a type of stroke

floating: the ability to stay on the water's surface

front crawl: a stroke used in swimming

glide: move across the water with a smooth continuous movement

H.E.L.P position: Heat Escape Lessening Posture: a position for floating in cold water when wearing a life jacket and awaiting rescue

handstand: an inverted balance in which weight is held on hands

huddle: a position for two or more people floating in cold water wearing life jackets and awaiting rescue

rotation: the circular movement of an object around a central point

sculling: quick movements of the hands to keep the head above the water

sidestroke: a stroke where the swimmer lies on their side, helpful as a lifesaving stroke as it uses less energy

sinking: travelling lower than the surface
stroke: the style of swimming, there are four competitive strokes: butterfly, backstroke, breaststroke, freestyle

submerge: to be underwater

surface: where the water ends

surface dive: to go beneath the water

survival: the act of living

tactics: a plan or strategy

technique: the action used correctly

treading water: a survival technique used to keep the head above the water

water safety: actions to keep people safe around water

Ladder Knowledge



Strokes:

Year 3: keeping your legs together for crawl helps you to stay straight in the water.

Year 4: keeping your legs together for crawl helps you to stay straight in the water.

Breathing:

Year 3: turning your head to the side to breathe will allow you to swim with good technique.

Year 4: breathing out with a slow consistent breath enables you to swim for longer before needing another breath.

Water safety:

Year 3: treading water enables you to keep upright and in the same space.

Year 4: if you fall in the water float.

Movement Skills

- submersion
- float
- glide
- front crawl
- backstroke
- breaststroke
- rotation
- scull
- tread water
- handstands
- surface dives
- H.E.L.P and huddle position

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

Social communication, support and encourage others, keep myself and others safe, collaboration,

Emotional confidence, honesty, determination, independence, perseverance

Thinking comprehension, observe and provide feedback, tactics, select and apply skills

Rules

1. Stop and think, always swim in a safe place

When swimming outdoors preferably swim at a lifeguard beach, organised session or a supervised space.

2. Stay together, always swim with an adult

When swimming outdoors you must always stay together. NEVER go alone.

3. Float

If you fall into the water unexpectedly – float on your back until you can control your breathing. Then, either call for help or swim to safety.

4. Call 999

If you see someone in trouble, tell someone or go to the nearest telephone and dial 999.

Healthy Participation



- Always swim with an adult.
- Wait for a qualified lifeguard before entering the water.

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



How will this unit help your body?

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

Home Learning



Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Dolphin Dash



What you need: a swimming pool with a lifeguard, a supervising adult.

How to play:

- Choose a starting and finishing point in the pool. These can be across the width of the pool or from one end to the other.
- Line up at the starting point. Everyone will be a dolphin for this game!
- Swim using your best dolphin strokes by moving your body in a wave like motion with arms and legs straight.
- Every few strokes, do a little dolphin jump by lifting your upper body slightly out of the water. Pretend you're leaping over waves.
- Playing with others? Who can reach the other side first?
- Playing by yourself? How long does it take you to reach the other side?



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Knowledge Organiser

Tennis Year 3

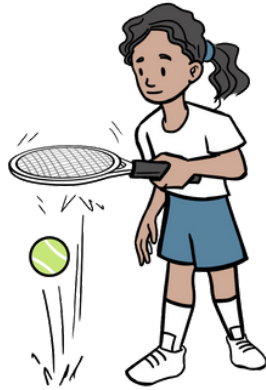
About this Unit

Tennis is a net and wall game. It is played over a net with a racket and ball and can be played as a 'singles' (1v1) competition or 'doubles' (2v2) competition.

The most famous tennis competition in the UK and also the oldest tennis competition in the world is Wimbledon which is played on grass and takes place in July each year. The best tennis players from around the world come to take part. Have you seen this competition?

Net and Wall Games Key Principles

attacking	defending
score points	limit points
create space	deny space
placement of an object	consistently return an object



Can you think of any other net and wall games that share these principles?



Key Vocabulary

backhand: played on the non-dominant side of the body

competition: a match

control: being able to perform a skill with good technique

court: the space used to play the game

face: the strings of the racket

feeder: someone who throws or hits the ball to you

forehand: played on the dominant side of the body

opponent: someone not on your team

opposition: the other team

rally: when a point is played back and forth

react: to respond to quickly

return: hitting the ball back

tactics: a plan that helps you to attack or defend

track: to move your body to get in line with a ball that is coming towards you



Ladder Knowledge



Shots:
Point the racket face where you want the ball to go and turn your body to help you to hit accurately.

Rallying:
Hit towards your partner to help them to return the ball easier and keep the rally going.

Footwork:
Move to the middle of the court to cover the most space.

Tactics:
Know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.

Rules:
Know the rules of the game and begin to apply them.

Movement Skills

- throw
- catch
- forehand
- backhand
- rallying

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

Social co-operation, collaboration, respect, support and encourage others

Emotional honesty, perseverance

Thinking comprehension, decision making, select and apply, understand rules, use tactics, reflection

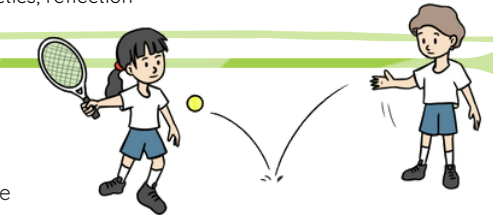
Rules

Win a point if:

- Opponent hits the ball in the net
- Opponent hits the ball out of the court area
- Opponent misses the ball or it bounces twice

Tactics

- **Attacking:**
- Look at where your opponent is and try to place the ball away from them.



- **Defending:**
- Move quickly to a ready position in the centre of the space.
- Cover the space between you when playing with someone else.

Healthy Participation



- Make sure any unused equipment is stored in a safe place.
- Stay a safe distance from one another when using the racket.



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

Knee Boxing

What you need: 2 markers and 2 or more players.

How to play:

- Place markers 6m away from each other.
- Players begin facing each other, one at each marker.
- One player says 'go', at which point both players move towards each other.
- Players score one point every time they touch their partners' knee.
- When a point is scored, both players run around their start marker and back to meet their opponent.
- First to 8 points wins the game.



Top tip: use a ready position, bend your knees and keep your feet shoulder width apart.

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



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