

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



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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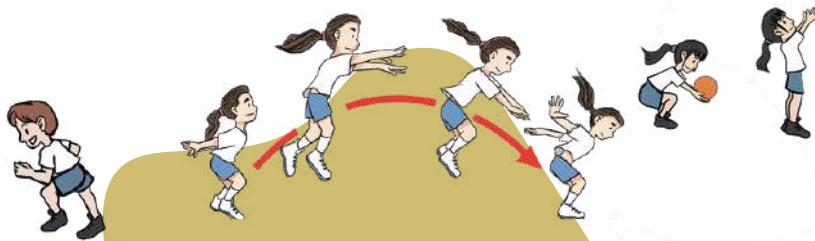


Knowledge Organiser

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, 10,000m
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.



In throwing activities ensure you:

- wait for instruction and check the area is clear before throwing.
- there is adequate space between throwers.

Healthy Participation

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

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



Home Learning

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.



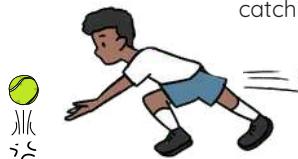
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Knowledge Organiser

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.



Examples of games that use ball skills:

Target Games

Boules
Boccia
New Age Kurling
Dodgeball

Invasion Games

Netball
Football
Tag Rugby
Handball
Basketball

Striking & Fielding Games

Rounders
Cricket
Baseball

Net & Wall Games

Tennis
Volleyball
Badminton

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

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.



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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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



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

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



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Knowledge Organiser

Basketball Year 3

About this Unit

Basketball is an invasion game where teams compete to score in the opposition's area. In this unit, you'll develop fundamental movement skills like dribbling, passing, and shooting. We'll explore different ways to select and apply skills, make smart decisions, and understand basic tactics.

Basketball is a fantastic way to practice important life skills like responsibility, collaboration, and respect. As we play, you'll have the chance to demonstrate honesty and determination, showing perseverance in every game and practice.

Invasion Games Key Principles

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

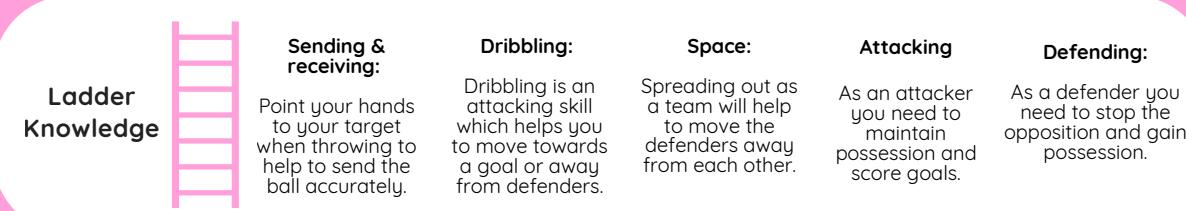


Can you think of any other invasion games that share these principles?



Key Vocabulary

- accurate:** successful in reaching the intended target
- attack:** the offensive action of trying to score goals or points
- communicate:** share information
- control:** being able to perform a skill with good technique
- intercept:** to gain possession of the ball
- invasion:** a game of two teams who invade each other's space to score goals
- opponent:** a player on the other team
- possession:** to have
- referee:** the person who makes sure the rules are followed
- shoot:** to send the ball to the target to score a goal or point
- tactic:** a plan that helps you to attack or defend
- teammate:** a player on your team
- teamwork:** working with others to succeed
- tournament:** a competition of more than two teams



Movement Skills

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

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

Social responsibility, collaboration, respect

Emotional honesty, determination, perseverance

Thinking exploration, select and apply skills, make decisions, tactics, reflection

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



Body Parts

What you need: A ball



How to play:

- Explore dribbling the ball. Can you dribble it so that it bounces high? And low? Can you use one hand then the other?
- Keeping your ball bouncing all the time, can you touch the following body parts to the floor?
 - Hands
 - Knees
 - Bottom
 - Stomach
 - Back
 - Forehead



Top tips:

- Use soft, ball shaped hands and keep the ball close to you.

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Head to our youtube channel to watch the skills videos for this unit.  [@getset4education136](https://www.youtube.com/@getset4education136)

Knowledge Organiser

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	
move the ball towards goal	gain possession

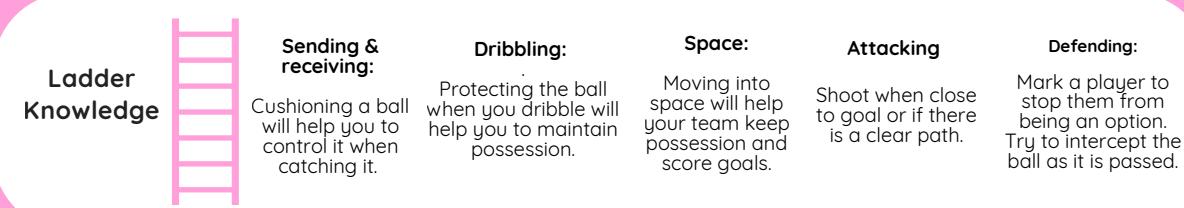


Can you think of any other invasion games that share these principles?



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



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.
- If the attacker cannot score on the same sock that they have started from.
- If the defender wins the ball, they become the attacker.



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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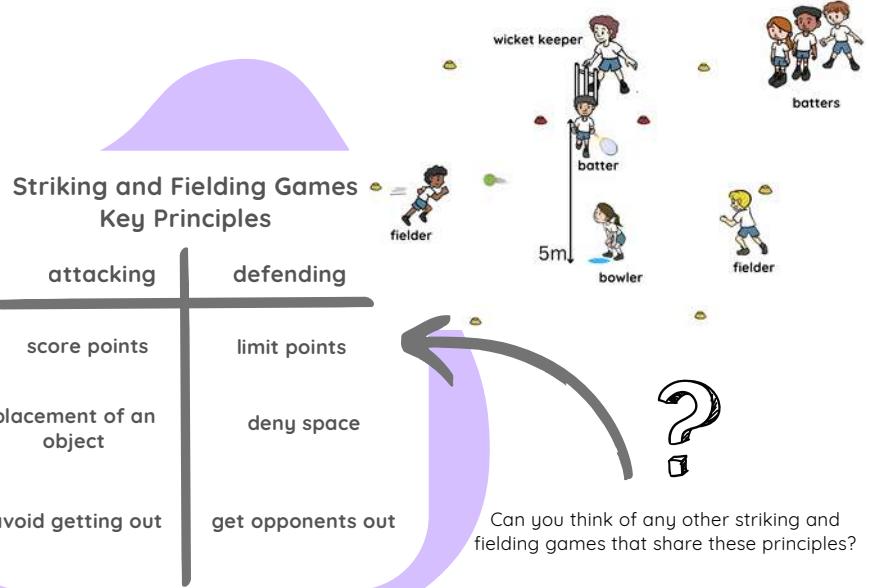
Knowledge Organiser

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.



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

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

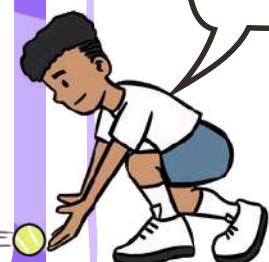
- Spread out close to boundaries to prevent 4's and 6's.
- More fielders on one side based on the batter's dominant hand.

Tactics

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.

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.

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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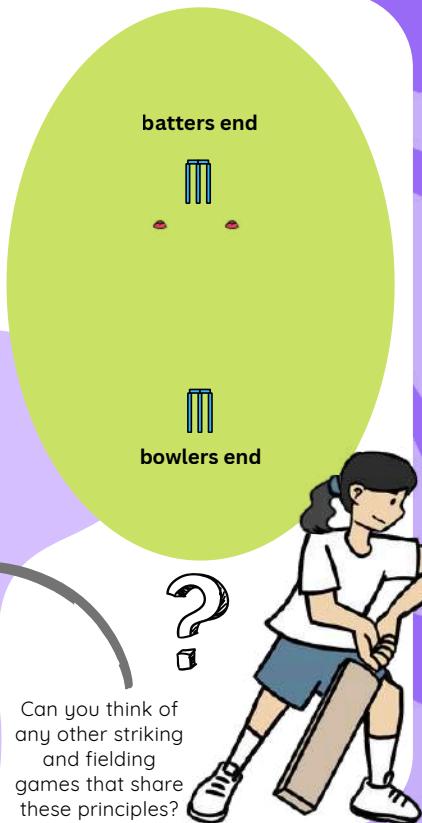
Cricket Year 4

About this Unit

Cricket is a striking and fielding game. The game has one fielding and one batting team. A complete game can last until the fielders get the batters out or after a set number of overs.

The first ever international sporting event was a cricket match between Canada and USA in New York in 1844. Canada won.

Striking and Fielding Games Key Principles



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

bowled out: when a bowler hits the wickets

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

cushion: take the power out of an object

decision: select an outcome

grip: the way an object is held

momentum: the direction created by weight and power

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

opposition: the other team

pressure: to add challenge



retrieve: to collect

run out: when a fielder hits a wicket before the batter is there

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

tactics: a plan or strategy

technique: the action used correctly

tournament: a competition of more than two teams

two-handed pickup: fielding technique where a fielder can scoop the ball with two hands

wicket: the three upright sticks and base

Ladder Knowledge



Striking:

Using the centre of the bat will provide the most control and accuracy.

Fielding:

It is easier to field a ball that is coming towards you rather than away, so set up accordingly.

Throwing:

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

Catching:

Track the ball as it is thrown to help you to catch more consistently.

Movement Skills

- underarm and overarm throwing
- overarm bowling
- batting
- two handed pick up
- short barrier

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

Social collaboration, communication, respect
Emotional honesty, perseverance, determination
Thinking observe and provide feedback, apply strategies

BOWLING

- Balls can be bowled using underarm (only one bounce allowed or deemed a no-ball), or overarm bowling action (two bounces allowed).

RUNS

- 2 runs = no ball (no extra delivery – free hit)
- 2 runs = wide balls (no extra delivery – free hit)
- A ball is considered a wide ball or no-ball if it is deemed un-hittable e.g. rolling, bounces more than once, too high or too far to be hit fairly.

Fielders

- Wicket keeper: ready to catch the ball to stump the batsman out if they leave their wicket.
- Bowler: try to bowl the batter out with an accurate bowl.
- Fielders: spread out, communicate to field the ball quickly. Throw the ball to hit the wicket if close enough. Run to a wicket if not collecting the ball to be available to run a batter out.

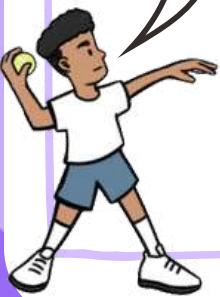
Tactics

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

Healthy Participation



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.

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
- Run out: fielders hit the wickets with the ball when the batter isn't there
- Stumped out: wicket keeper stumps the wicket when the batter isn't there

Batters

- Place the ball away from fielders. Look at where the fielders and the ball is before deciding to run or stay.
- Communicate with your other batter.



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

Home Learning

Hit for Wicket



What you need: a wall or chair, a ball

How to play:
 Begin 6m away from the target. Overarm bowl to hit the target. More than 2 bounces is a no-ball.

For each successful bowl collect a letter from the word 'wicket'. If you bowl a no-ball start again from the beginning.

Extra players? Who can spell the word first?
 Make this easier by underarm bowling (only one bounce allowed). Make this harder by standing further from the target.



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Head to our youtube channel to watch the skills videos for this unit. @getset4education136

Knowledge Organiser

Dance Year 3

About this Unit

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

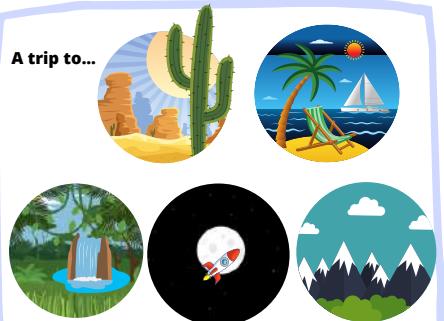
Machines

There are an estimated 10 million factories in the world.

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

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

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



Dance Actions

LINE DANCING STEPS

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

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

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

Step forward right, step backward left foot, foot, kick with left, touch toe back right

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.

'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
Emotional
Thinking

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

confidence, acceptance, sensitivity, perseverance

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 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.



www.getset4education.co.uk

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



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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.

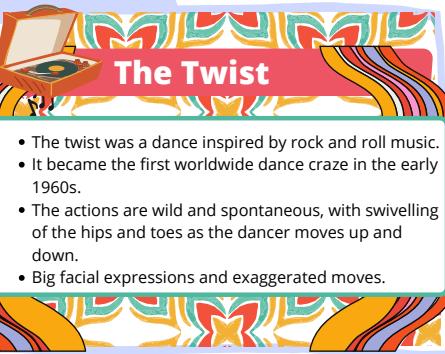
Counts 5 and 6:
Kick your right foot round in a circle.

Counts 7 and 8:
Run backwards quickly.

The Spy Set Phrase



States of Matter				
	actions	dynamics	space	relationships
solid	kick lunge	strongly	same level	unison
	stamp step slide	heavily robotically	straight pathways	side by side
liquid	slide wave	smoothly	curved pathways	in contact
	twist	fluidly	varied directions	matching
gas	ripple	gently	varied directions	some performers
	extend	gracefully	pathways	in contact
	spin leap	smoothly	varied directions	canon
	roll	gently	pathways	
	jump	fluidly	levels	
	kick			



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.

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

Movement Skills

- actions
- dynamics
- space
- relationships

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.



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

Home Learning

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



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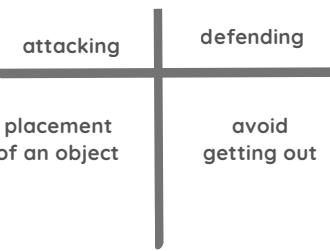
Knowledge Organiser

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)



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.

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

Home Learning

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



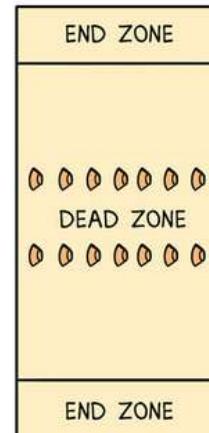
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Knowledge Organiser

Dodgeball Year 4

About this Unit

Dodgeball is a dynamic and fast-paced target game. The aim of the game dodgeball is to eliminate the opponents by throwing balls at them whilst also avoiding being hit.



Key Vocabulary

accuracy: how close the object is to the given target

agility: the ability to change direction quickly

avoid: keep away from or stop

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

communicate: share information

cushion: take the power out of an object

decide: to choose

decision: select an outcome

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

opposition: the other team

release: the point at which you let go of an object

tactic: a plan or strategy

tournament: a competition of more than two teams



Ladder Knowledge



Throwing:

One handed throws are used for speed and accuracy. Keep your elbow high and step with your opposite foot to increase the power.

Catching:

Move your feet to the ball and pull it in to your chest to help you to catch more consistently.

Movement Skills

- throw
- catch
- dodge
- jump

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

Social respect, communication, collaboration

Emotional honesty, perseverance

Thinking comprehension, make decisions, select and apply skills

OUTS

A player is 'out' when:

- A live ball hits their body (shoulders or below).
- An opposition player catches a live ball they have thrown. So, if a player throws it and their opponent catches it then they are out and one of their opponents' team comes back in.
- Once a player is out, they must leave the court immediately and go to the queue of players already out from their team.

A live ball is one that has not bounced or hit a wall/ceiling.

Rules

Tactics

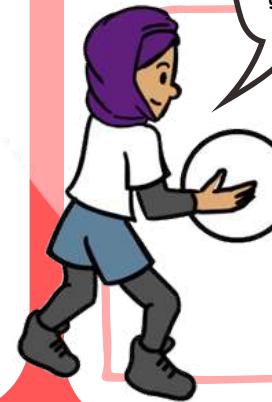
Applying attacking tactics will help you to score points and get opponents out.

Applying defending tactics will help you to stay in the game.

Healthy Participation



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.

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

Home Learning

Dodge or Catch



What you need: 1 soft ball or a pair of rolled up socks, 2 players.

How to play:

- Players stand 3m apart.
- One player begins as the thrower.
- Thrower tries to hit their opponent below the shoulders to win 1 point.
- If the opponent catches the throw they win 1 point.
- Have 5 turns then change over.



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



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Knowledge Organiser

Fitness Year 3

About this Unit

Being fit means our bodies are strong and healthy. When we're fit, we have more energy to do fun things like play games with friends, run around at the park, or even just go for a walk with family.

Just like when we're learning something new at school, getting fit takes practice too.

We can practice by doing activities that get our hearts pumping and our muscles moving. That could be running, jumping, swimming, riding bikes, or even dancing! The more we do these activities, the stronger and fitter we become.

Getting fit is good for our brains too. When we're active, it helps us focus better in school and makes us feel happier overall.



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

muscle: tissue that helps us to move our bodies

progress: to improve

speed: how fast you are travelling

stamina: the ability to move for sustained periods of time

strength: the amount of force your body can use

technique: the action used correctly



Ladder Knowledge



Agility:
Agility helps us with everyday tasks like completing chores faster.

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

Balance:
Balance helps us with everyday tasks like getting dressed.

Strength:
When completing strength activities, they need to be performed slowly and with control to help you to stay safe.

Co-ordination:
Co-ordination helps us with everyday tasks like tying shoelaces.

Stamina:
Stamina helps us in other life activities like playing games.

Movement Skills

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

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

Social

Emotional

Thinking

collaboration, support

concentration, perseverance, determination

comprehension, observation

Strategy

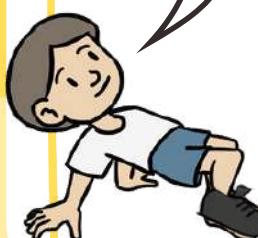
Identify your areas of strength and your areas for development. Then, think of everyday activities where you could practice e.g. standing on one foot while brushing your teeth will develop balance and co-ordination.

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

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

Home Learning



www.getset4education.co.uk

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.

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

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

Home Learning

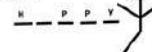
Stickman



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 3

About this Unit

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

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



- Follow the rules.
- Be honest.
- Be kind to others.

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



Key Vocabulary



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

pitch: the space used for the game

possession: to have

shoot: to send the ball towards the goal

referee: the person who makes sure the rules are followed

tactics: a plan that helps you to attack or defend

teamwork: working with others to achieve

tournament: a competition of more than two teams

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

Ladder Knowledge



Sending & receiving:

Point your kicking foot to your target when sending the ball to help to send it accurately.

Dribbling:

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

Space:

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

Attacking:

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

Defending:

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

Movement Skills

- run
- dribble
- pass
- receive
- track

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

co-operation, communication, respect, listening
 determination, honesty, fairness, persevere

make decisions, comprehension, select and apply skills, tactics

Rules

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

Tactics

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

Healthy Participation



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

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina



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

Roll Goal

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

How to play:

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

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

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

Top tip:
 Use your toes to gain power or the side of your foot for a more accurate shot.



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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 Aboriginals 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.



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
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.

co-operation, respect, communication

determination, honesty, persevere, independence

Social Emotional 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.



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

Home Learning

Shrink and Move

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



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How to play:

- Place two markers 2m apart to create a goal and the third marker 3m 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

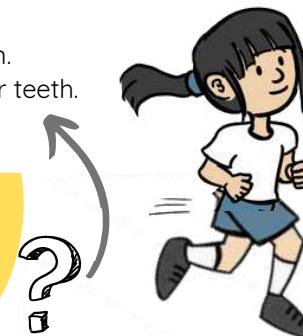
Fundamentals Year 3

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

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

Home Learning



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



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Knowledge Organiser Fundamentals Year 4

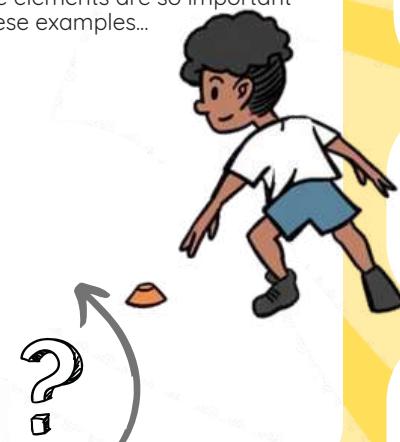
About this Unit

Fundamental movement skills are a specific set of skills that involve different body parts. These skills are the base for more complex skills that you will learn throughout your life. They help us take part in games, sports and everyday activities. We use them when we walk, jump, ride a bike, eat food, get dressed, brush our teeth, sing and dance.

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 is...
- Balance is...
- Co-ordination is...
- Speed is...

Can you finish the sentences?



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
distance: the measurement of space
momentum: the direction created by weight and power
react: to respond quickly
rhythm: a strong, regular repeated pattern of movement
speed: how fast you are travelling
stability: balanced
technique: the action used correctly



Running:

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

Balancing:

Squeeze different muscles to help you to stay balanced in different activities.

Jumping and hopping:

Swing your non-hopping foot helps to create momentum.

Skipping:

Keep your chest up to help you to stay balanced.

Movement Skills

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

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

Social

respect, collaboration, support and encourage others

Emotional

determination, perseverance, honesty

Thinking

select and apply, observation, provide feedback, comprehension

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

- 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

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

Home Learning

Change it

What you need: someone to time, four cushions and three socks.



How to play:

- Place the cushions randomly in a space. Place a sock on three of the four cushions, leaving one cushion empty.
- Time one minute.
- Collect one sock from a cushion and place it on top of the empty cushion. Then collect another sock from another cushion and place it on the new empty cushion. How many socks can you move in one minute?
- Play again, can you improve your score?
- Make this harder by moving the cushions further apart.

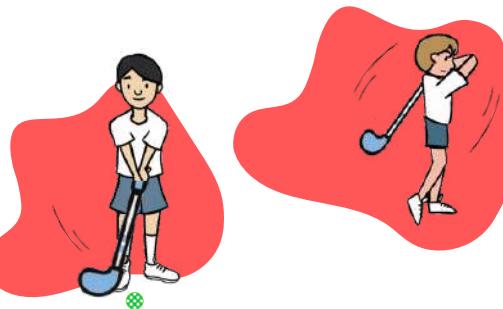


Knowledge Organiser

Golf Year 3

About this Unit

In golf, players use a club to hit a ball into a hole. The size of the swing is shortened or lengthened to make the ball go different distances.



A drive is a long shot. The club is swung in a full circle.

A putt is a short accurate shot that uses a tick-tock swing.



A chip is used in a short game. In a chip the ball is lifted and then rolls.

Key Vocabulary



accurate: on target

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

opposition: the other team

power: speed and strength combined

putt: a short shot played when the ball is on the green (near the hole)

strike: to hit

swing: smooth semi circular action

technique: the action used correctly

tournament: a competition of more than two teams

Ladder Knowledge



Striking

Using a bigger swing will give you more power.

Movement Skills

- balance
- co-ordination
- striking
- throwing

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

Social safety, collaboration, respect, support
Emotional honesty, perseverance, determination
Thinking select and apply, provide feedback

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.

Home Learning

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



Golf Getters

What you need: 1 ball, frying pan, socks.



How to play:

- Place the socks in a space.
- Begin 6-8m away from the socks.
- Use the frying pan to hit the ball towards the socks.
- Count how many hits it takes to get the ball to hit the socks.

Play the game again, can you get there in less hits?

Playing against someone else? Who can hit the socks in the fewest hits?



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How will this unit help your body?

balance and co-ordination

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



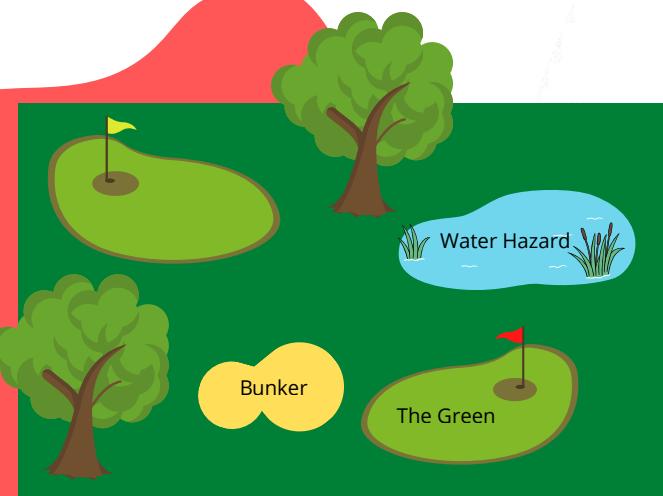
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Knowledge Organiser

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.

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

Home Learning

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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How will this unit help your body?

balance and co-ordination

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



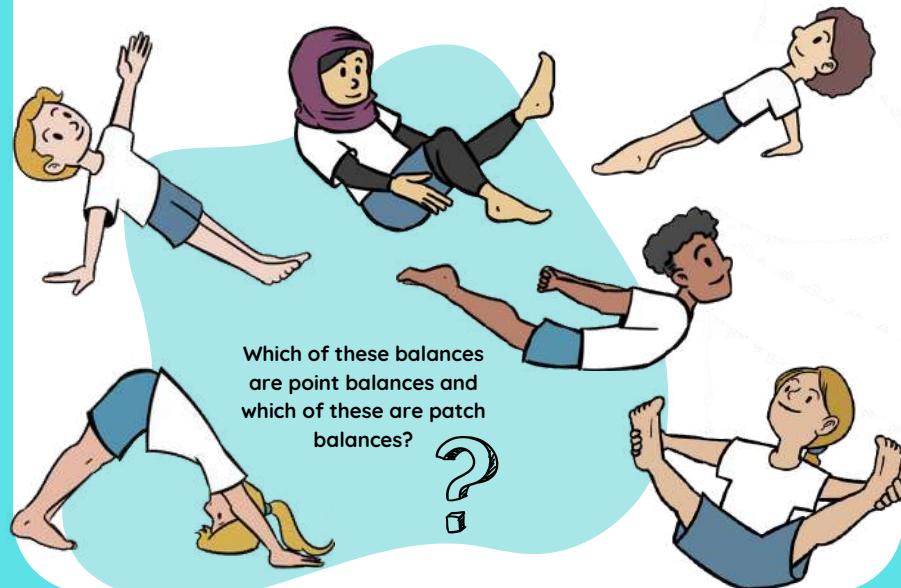
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Knowledge Organiser

Gymnastics Year 3

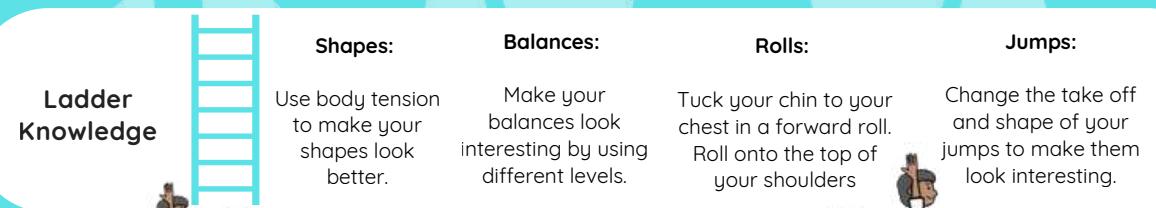
About this Unit

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



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

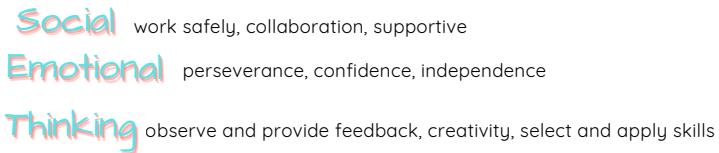


Movement Skills

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



This unit will also help you to develop other important 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.

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



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

Home Learning

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.



Patch balances use big body parts.
 Point balances use small body parts.

Remember to hold the balances for five seconds!



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



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Knowledge Organiser

Gymnastics Year 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

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

Home Learning

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

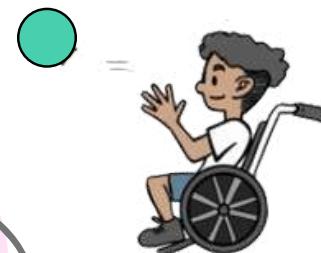
Handball Year 3

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 is often described as a mix of football and basketball.

In invasion games you can use simple tactics to help you. A key tactic you will use in this unit when attacking is to spread out. By spreading out, it helps to support your teammate with the ball by giving them an option to pass to. It will also help to move defenders apart and force them to make decisions about who to defend.



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

Key Vocabulary

accurate: sending the object to the given target

communicate: share information

direction: forwards, backwards, sideways

intercept: to gain possession of the ball

invasion: a game of two teams who invade each other's space to score goals

opposition: someone not on your team



possession: to have

space: the area available

speed: how fast or slow you move

tactics: a plan that helps you to attack or defend

teamwork: working with others to succeed

tournament: a competition of more than two teams



Ladder Knowledge

Sending & receiving:

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

Space:

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

Attacking:

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

Defending:

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

Movement Skills

- 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
Emotional honesty and fair play, confidence, support
Thinking decision making, select and apply, comprehension, identify

Rules

The rule of three:

- If you have the ball in your hands you can take up to three steps then you either have to pass or shoot.
- Can only hold the ball for three seconds if standing with the ball.

Tactics

Using tactics will help your team to maintain possession and score goals or 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



Hit the Spot

What you need: two markers e.g. a cushion and a ball or pair of socks



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How to play:

- Place one marker down as the start spot and another marker as the target.
- Throw overarm to hit the target.
- For each successful hit, move the start marker one big step back.
- How far back can you get?
- Make this easier by making the target area larger.



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Head to our youtube channel to watch the skills videos for this unit.  [@getset4education136](https://www.youtube.com/@getset4education136)

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.

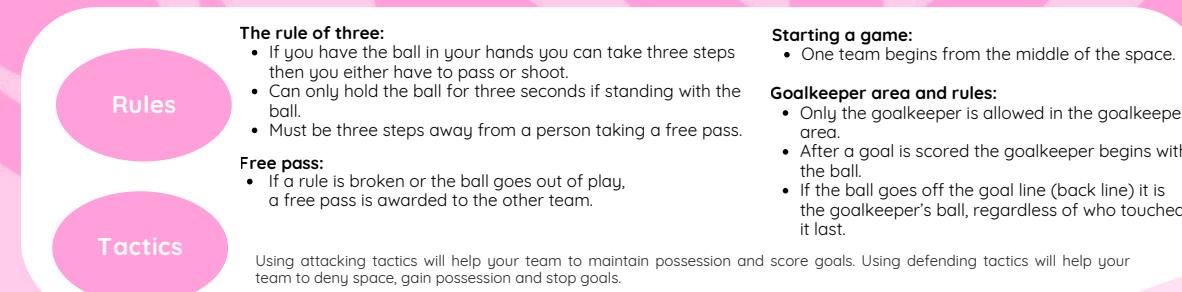


Key Vocabulary

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



Knowledge Organiser

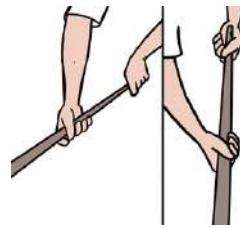
Hockey Year 3

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. If you are in possession, you are on the attacking team. If you are not in possession, you are on the defending team.

In hockey we use sticks to pass, dribble and shoot the ball. Did you know that there are no left handed sticks? That means that all players play with a right-handed stick!

To hold your stick, place your right hand in the middle of the stick. This helps to control the stick and the ball. Your left hand stays at the top and helps to turn the stick to change the direction of the ball!



Invasion Games Key Principles

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

Key Vocabulary

- accurate:** reaching the target
- attack:** the offensive action of trying to score goals or points
- attacker:** someone in possession
- control:** being able to perform a skill with good technique
- decision:** select an outcome
- defender:** someone not in possession
- defend:** mark a space or player
- dribble:** to travel with a ball using feet or hands
- intercept:** to gain possession of the ball
- invasion:** a game of two teams who invade each other's space to score goals
- opposition:** the other team
- possession:** to have
- receiver:** to collect or stop a ball that is sent to you
- tactics:** a plan for how to play
- teamwork:** working together
- tournament:** a competition of more than two teams



Ladder Knowledge

Sending & receiving:

Point your stick to your target when sending the ball to help to send it accurately.

Dribbling:

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

Space:

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

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

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

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

Emotional honesty, perseverance, determination, support others

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

Rules

Feet:

- You cannot kick the ball. Try not to let the ball touch your feet.

Sticks:

- The stick cannot be lifted higher than waist height.
- You can only use the flat side.

To start a game, one team begins from the middle. After a goal, the non-scoring team begins from the middle.

Tactics

Tactics help us to make a plan for how we are going to play. Spreading out in attack is a good tactic to help to create space and move defenders. Defending a player each is a good tactic to limit the attacking team's options.

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

Push Pass

What you need: a pair of socks or a small ball and three markers e.g. cushions

How to play:

- Place two markers approx. 2m apart to create a goal and a third marker approx. 3m away as a start point.
- Place your socks/ball on the floor and attempt to push it using your hand through the goal.
- If successful move back a step and try again. How far back can you go? For an extra challenge, make your goal smaller!

Top tips:

- Step forward with your opposite foot to the hand you are using.
- Finish with your hand pointing in the direction you want the socks/ball to go.

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the skills videos for this unit.



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Knowledge Organiser

Hockey Year 4

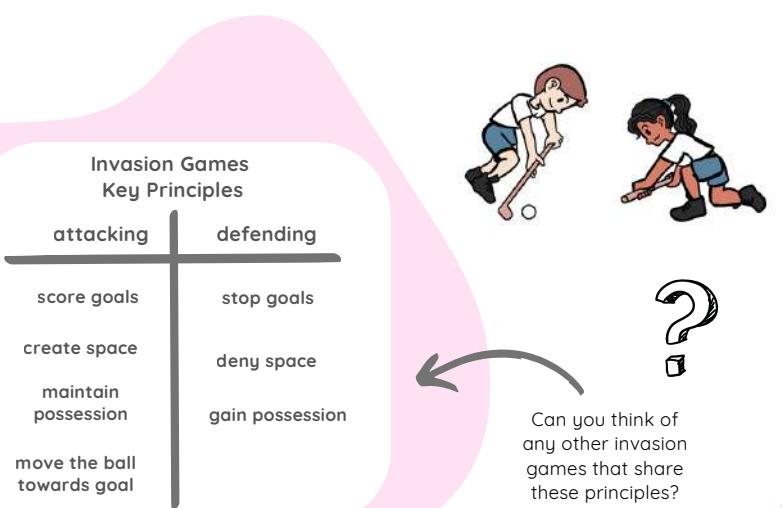
About this Unit

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 stave'. 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.



Key Vocabulary

accelerate: speed up

control: being able to perform a skill with good technique

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

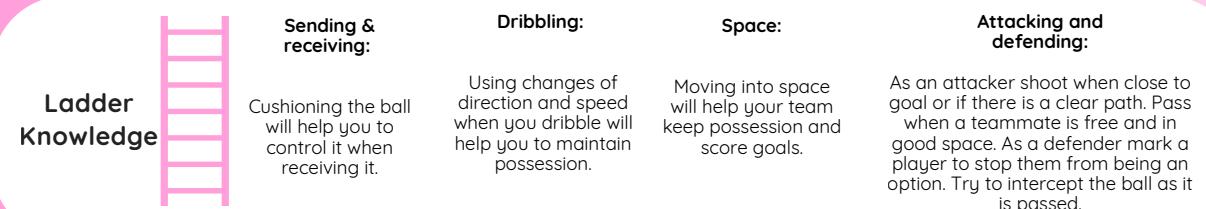
possession: to have

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



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.

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



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Knowledge Organiser

Netball Year 3

About this Unit

Netball is an invasion game where two teams compete against each other.

In an invasion game, you enter the other team's space to try to score goals while defending your own area. Netball helps develop teamwork, co-ordination, and strategic thinking. You'll learn how to pass, catch, and shoot. Unlike basketball, players cannot dribble the ball. They must pass it to their teammates to move it down the court.



Netball is played in over 80 countries and is especially popular in England, Australia, South Africa, Jamaica and New Zealand.



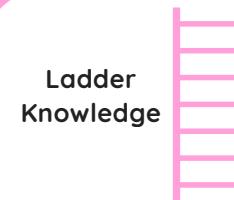
Can you think of any other invasion games that share these principles?

Key Vocabulary



attack: a team in possession of the ball
control: to move with balance
court: the space netball is played
defend: to mark an opposing player
intercept: to gain possession of the ball
invasion: a game of two teams who invade each other's space to score goals
opposition: the other team

possession: to have
receive: take hold of
technique: the action used correctly
teammate: a player on your team
tournament: a competition of more than two teams
umpire: a person who makes sure the rules are followed



Ladder Knowledge

Sending & receiving:

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

Space:

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

Attacking :

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

Defending:

As a defender you need to stop the opposition scoring and gain possession.

Movement Skills

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

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

Social

communication, collaboration, sporting behaviour

Emotional

honesty, perseverance, confidence

Thinking

select and apply skills, apply tactics, observation, apply rules

Rules

- **Footwork:** first foot to touch the ground when receiving a ball is the landing foot. The landing foot cannot be lifted and put back down. You may pivot on the landing foot.
- **Held ball:** a player has 4 seconds to pass or shoot.
- **Obstruction:** defenders are allowed one jump to mark the ball and must be 1m from the ball carrier.

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 netball 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



Colour Command



What you need: 4 - 6 different coloured socks or items

How to play:

- Lay out 4-6 different coloured pairs of socks in a circle formation and stand in the middle.
- Ask a helper to call out 2 colours and see if you can use your speedy feet to get quickly to the correct colours in turn.
- Return to the middle of the circle and repeat with a new call.

Top tips:

- Start in the ready position, feet shoulder width apart and knees bent, ready to react.
- Head and shoulders facing forwards
- Turn your hips and move your feet to each colour.



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



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Knowledge Organiser

Netball Year 4

About this Unit

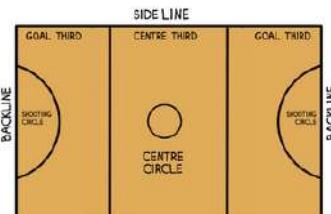
Netball is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

The positions:

- GS: Goal Shooter
- GA: Goal Attack
- WA: Wing Attack
- C: Centre
- WD: Wing Defence
- GD: Goal Defence
- GK: Goal Keeper

An official netball game is played on a court split into thirds with seven players on each team. Each player is allowed in certain areas of the court and has a different role.

The court:



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

contact: a rule that states you cannot push or bang another player

decision: select an outcome

delay: to slow an object or player

deny: to prevent an action happening

direction: forwards, backwards, sideways

footwork: a rule which states you cannot move your landing foot

intercept: to gain possession of the ball

invasion: a game of two teams who invade each other's space to score goals

obstruct: a rule which states that you are not allowed to put your arms up unless you are 1m away

option: possible choices

persevere: to continue trying

pivot: allows you to turn your body to face a new direction

possession: to have

technique: the action used correctly

tournament: a competition of more than two teams

umpire: a person who makes sure the rules are followed

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
- change direction
- change speed
- shoot

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

Social

communication, collaboration, support others

Emotional

honesty and fair play, persevere, confidence

Thinking

comprehension, decision making, recognition, identify, observe and provide feedback, select and apply skills

Rules

- **Footwork:** first foot to touch the ground when receiving a ball is the landing foot. The landing foot must remain on the ground, the other foot may be moved in any direction, pivoting on the landing foot.
- **Hold ball:** a player has 4 seconds to pass or shoot.
- **Contact:** if a player contacts another player.
- **Obstruction:** defenders are allowed one jump to mark the ball and must be 1m from the ball carrier.

Free pass: is awarded to the non-offending team if the footwork and held ball rules are broken. The offending player is not out of play.

A penalty pass or shot (if these rules are broken within the shooting circle) is awarded to the non-offending team if the obstruction or contact rules are broken. The offending player is out of play and stands by the side of the player taking the pass/shot.

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 netball 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



Skills School



Get Set 4 Education

What you need: A ball

How to play:

- Can you complete the following skills?
 - Pass the ball 10 times around your waist in one direction then 10 times in the other direction
 - Pass the ball in a figure of eight through your legs, 10 times in one direction, then 10 times in the other direction.
 - Pass the ball hand to hand. Can you do this above your head, then to one side of your body, then the other? Can you do this down low by your knees?
 - Start with the ball behind your back, throw it over your head and then catch it in front of your body.
 - Start with the ball in front of you, throw it over your head and catch it behind you.

Top tips:

- Use wide fingers and keep your eyes on the ball.



www.getset4education.co.uk

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



@getset4education136

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.

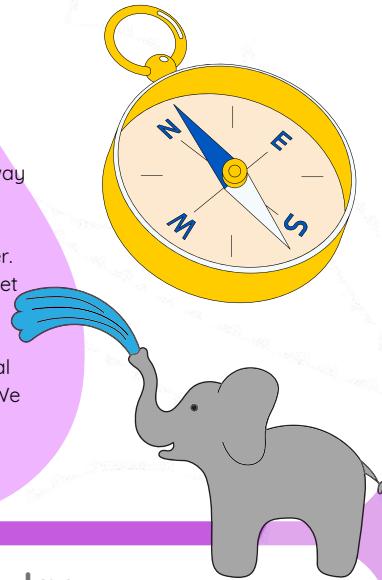
Orienteering is an activity that uses a map and compass to help the people taking part find their way around a course.

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

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



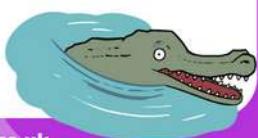
Cross the swamp

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

OAA Year 4

About this Unit

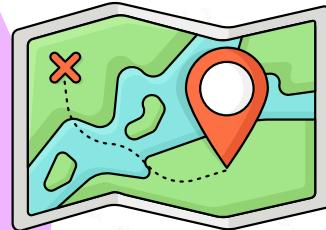
OAA stands for Outdoor Adventurous Activities. These activities can be land based e.g. rock climbing, abseiling, orienteering, they can be water based e.g. kayaking, surfing, sailing or air based e.g. parachuting or paragliding. All of these activities require problem solving, collaboration, decision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

Map Reading

When orienteering it is important to be able to read a map. Map reading skills help you to figure out where you are and how to get to where you want to go.

Maps show us all of the amazing places on our planet, from towering mountains to sparkling rivers and bustling cities.

Reading a map is like solving a puzzle. A map often has a key which contains an explanation of what the different symbols on the map mean. When you learn to read these symbols, you can unlock the secrets of the map and understand what it is telling you.



Key Vocabulary



collaborate: work jointly with others
communicate: share information
effectively: achieving a desired outcome
instructions: information to guide a task
key: information given to help identify objects on a map
leader: a person who guides others
navigate: to plan or follow a route
orientate: to turn a map so that it always faces the same way as the ground it represents

reflect: to think back on the experience
role: the job given to each person
solve: to find an answer
symbol: a sign, shape or object representative of different features on a map e.g. a triangle for a mountain
teamwork: working with others to succeed



Ladder Knowledge

Problem solving:
 Discussing the advantages and disadvantages of ideas will help to guide you to a conclusion about which idea to use.

Navigational skills:
 Using a key and cardinal points on a map will help you to orientate it.

Communication:
 There are different types of communication that you can use. This could be visual, verbal or physical. This means you can communicate without talking.

Reflection:
 Critically reflecting on when and why you are successful at solving challenges will help you to improve in future challenges.

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, collaboration

Emotional

determination, resilience, honesty, trust, confidence

Thinking

problem solving, evaluation, reflection, create, select and apply

Rules

Working with integrity means following the rules even when no-one else is watching. By having good integrity, we gain trust from others, learn to be dependable and form positive relationships.



Healthy Participation

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

Home Learning

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



At a stretch

What you need: Three pieces of paper and a measuring tape (optional).



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How to play:

- Begin standing on one piece of paper.
- Challenge:** How far away from the paper you are standing on, can you place one of the other pieces of paper?

Rules:

- You must remain in contact with the paper you are standing on throughout the challenge.
- You cannot throw or kick any of the paper.
- You cannot touch the floor around you.

Playing against someone else? Who can place the paper furthest away?



Plan, do and reflect. You have 3 minutes to practise before you measure.

Knowledge Organiser

Parkour Year 3

About this Unit

Parkour is like being a real-life superhero or ninja!

It's all about moving your body to get from one place to another in the coolest, smartest, and safest way you can. You might: jump over something, climb up something, crawl under something, balance across something, roll when you land to keep moving! Parkour helps you move like an adventurer, just like you're exploring the jungle, the woods, or a castle!

Parkour was officially recognised as a sport in Britain in 2017.



Key Vocabulary



Control: being able to perform a skill with good technique

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

Landing position: a stable position used after jumping

Obstacle: something in your way that makes it harder to move forward, like a wall, or bench

Take off: the moment a person begins jump

Vault: a movement where you jump over an obstacle, using your hands or arms to help you over

Securely: landing or moving in a way that keeps your body steady and safe

Pattern: the different ways we jump and land using one foot or two

Ladder Knowledge



Locomotion:

Understand that exploring the space I am in involves being safe in my movements.

Jumping & landing:

Know to keep my head up, arms out stretched with bent knees to soften any landings.

Vaulting:

Know that putting my hand on the obstacle first helps me balance before I lift my feet.

Balance:

Know to keep my head up and back straight. Looking forward not down.



Movement Skills

- run
- jump
- balance
- crawl
- jump
- land
- step vault
- speed vault

Social Emotional Thinking

This unit will also help you to develop other important skills.
 work safely, collaborate, communicate
 perseverance, confidence, determination, integrity
 exploration, creativity, focus, reflect, select and apply

Strategy

Know how to set up equipment in a space that lets me move safely and smoothly.

Healthy Participation



- Only attempt skills your teacher has taught you.
- Ensure your experimenting stays safe, with adult supervision.
- Always work through progressions.

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



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



How will this unit help your body?

balance,
co-ordination,
flexibility, strength

Home Learning

Fancy Feet



What you need:
 Piece of rope or soft belt, pillows

How to play:

- Lay out a line of rope or soft belt and a line of pillows.
- Watch the Bench Work Skills Video on our YouTube channel and copy the fancy footwork patterns.
- Start slowly and always in control.
- Use your arms to balance.
- Can you make up your own fancy feet challenge?

Rules:
 You must stay upright and in control at all times.

Top tip: Keep your head steady!



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Head to our youtube channel to watch the skills videos for this unit:  @getset4education136

Knowledge Organiser

Parkour Year 4

About this Unit

In this unit, you'll be building your all-important fundamental movement skills. You'll also learn how to link your moves together smoothly, just like real parkour experts when they move over obstacles.

As you grow more confident, you'll work on turning during your vaults so you can change direction easily and create your own exciting movement sequences.

And remember: in parkour, safety always comes first.
 There's no right way, just a safe way!

"Parkour" comes from the French word "parcours," which means "course" or "route." It refers to the path someone takes to get from one point to another, especially by overcoming obstacles.

90 degrees 180 degrees 270 degrees 360 degrees



Can you add some of these turns to your jumps to make them more interesting? ?

Key Vocabulary

Adapt: to change how you move so it works best for you or fits the situation.

Transitions: moving from one action or position to another

Fluidly: ability to do something smoothly and easily, without hesitating

Decide: select an outcome

Precision: jumping and landing exactly where you want to, without slipping or wobbling

Quadrupedal: moving on four points of contact, using hands and feet

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

Flair: smooth, stylish moves usually used to show skill and creativity

Flow: smooth link

Stability: to be balanced

Momentum: the direction created by weight and power



Ladder Knowledge



Locomotion:

Know that adding transitional moves like steps and turns will help with fluidity.

Jumping & landing:

Know how to roll over my shoulder not my head to protect myself on harder surfaces.

Vaulting:

Understand how adding turns to my vaults not only helps with my transitions but also adds flair to my routine.

Balance:

Know that tightening core muscles will keep my body position stable.

Movement Skills

- run
- jump
- balance
- crawl
- climb
- precision jump
- rotational jump
- turn vault
- lazy vault
- safety rolls

Social Emotional Thinking

This unit will also help you to develop other important skills.
 work safely, collaborate, share ideas, support others, understand individual strengths
 perseverance, confidence, resilience, determination, bravery, pride
 exploration, create flows, remember patterns, adapt tasks, decision making, use feedback to improve, creativity

Strategy

Know that adding in directional changes will make my routine more creative.

Healthy Participation



- Only attempt skills your teacher has taught you.
- Ensure your experimenting stays safe, with adult supervision.
- Always work through progressions.

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

Home Learning

Obstacle Rush



What you need: Any selection of everyday items e.g. chair, cushion, box or books.



How to play:

- Create a simple obstacle course in the living room or outdoor space using everyday items.
- For example, crawl under a table, jump over a cushion with a 180° turn, hop around a chair and finish with a soft landing onto a pillow!

Rules: You must not touch any of the obstacles unless they're a landing zone.

Top tip: bend your knees on landing to absorb the impact.



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How will this unit help your body?

balance,
 co-ordination,
 flexibility, strength



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Knowledge Organiser

Rounders Year 3

About this Unit

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

Striking and Fielding Games Key Principles



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



Key Vocabulary



accuracy: how close the object is to the given target

bowler: a player on the fielding team

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

collect: to pick up

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

score: the total points for each team

short barrier: creating a barrier with hands in front of feet to stop a ball

travelling at slow speed

strike: to hit

stump: touching a base with the ball

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

tactics: a plan or strategy

tournament: a competition of more than two teams

umpire: a person who makes sure the rules are followed

Ladder Knowledge



Striking:

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

Fielding:

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

Throwing:

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

Catching:

Move your feet to the ball.

Movement Skills

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

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

Social

communication, collaboration, co-operation, respect

Emotional

honesty, confidence, determination

Thinking

comprehension, tactics, rules

OUTS

A player will be called out if they are:

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

Tactics

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

Healthy Participation



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

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



How will this unit help your body?

agility, balance, co-ordination, speed.



HOW TO SCORE

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



Home Learning

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

Home Rounders



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

How to play:

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

Batter scores:

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

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

Batter is out if:

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

1/2 rounder



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Head to our youtube channel to watch the skills videos for this unit. [@getset4education136](https://www.youtube.com/@getset4education136)

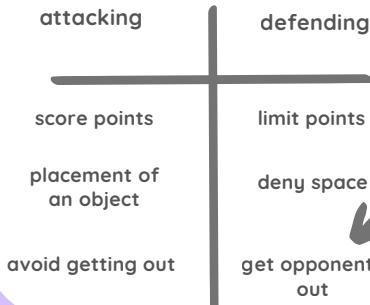
Knowledge Organiser

Rounders Year 4

About this Unit

Rounders is a striking and fielding game. The game has one fielding team and one batting team. Both teams will play one round, called an 'innings', as fielders and once as batters. Batters hit a small ball with a bat that has a rounded end. They score by running around the four bases on the field.

Striking and Fielding Games Key Principles



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

batter: a player on the batting team

compete: take part in a contest

cushion: take the power out of an object

decision: select an outcome

limit: to reduce

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

pressure: to add challenge

retrieve: to collect

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

strike: to hit

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

tactics: a plan or strategy

technique: the action used correctly

tournament: a competition of more than two teams

two-handed pickup: fielding technique where a fielder can scoop the ball with two hands

umpire: a person who makes sure the rules are followed



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

How will this unit help your body?

agility, balance, co-ordination, speed.



Striking:

Using the centre of the bat will provide the most control and accuracy.

Fielding:

It easier to field a ball that is coming towards you than away, so set up accordingly.

Throwing:

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

Catching:

Track the ball as it is thrown to catch more consistently.

Ladder Knowledge



Movement Skills

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

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



comprehension, select and apply skills, tactics, make decisions

OUTS

A player will be called out if they are:

- Caught out: fielders catches a batted ball
- Run out: their teammate runs to the same post as them
- Stumped out: fielder stumps the post that the batter is running to
- They run inside the bases

Applying attacking tactics will help to score points and avoid getting out.
 Applying defending tactics will help to deny space, get opponents out and limit points

Rules

Tactics

Healthy Participation



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

HOW TO SCORE

- One rounder = ball is hit and live batter runs to 4th
- A half rounder = ball is hit and live batter gets to 2nd
- A full rounder = ball is not hit and live batter gets to 4th
- A half rounder = two consecutive no-balls



Home Learning

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

Kick Rounders



What you need: four markers, one ball two players.

How to play:

- Mark out a square with the four markers.
- One player (the kicker) begins at one of the markers.
- The other player (the fielder) rolls the ball to the kicker who kicks the ball as far as they can.
- The kicker then runs around the outside of all four markers scoring one point every time they return to their start marker.
- The fielder must retrieve the ball and place it on the start marker to stop the kicker running.
- Three turns then change over.



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



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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.

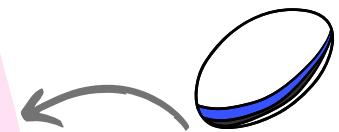
Rugby started in 1823 at a school called Rugby School. A pupil named William Webb Ellis picked up the ball while playing football and ran towards the other team's goal. This new way of playing became rugby!

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

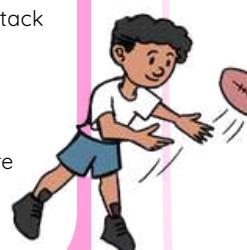
receiver: the person catching the ball

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



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.

Ladder Knowledge



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

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.

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



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

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.

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 opposition's object off their head whilst keeping your own.



Who's the last one left?

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

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 rejoining 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.

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

Tactics

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



Blue team try line

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.



Get Set 4
Education

www.getset4education.co.uk

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



@getset4education136

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

Emotional

Thinking

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

confidence, honesty, determination, independence, perseverance

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

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

Home Learning

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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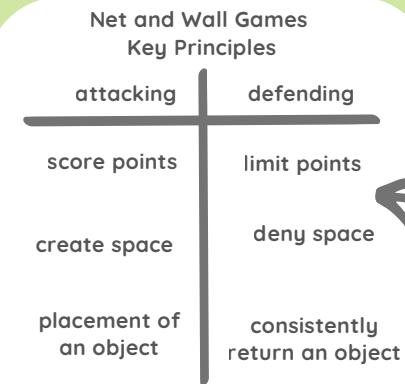
Knowledge Organiser

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?



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

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

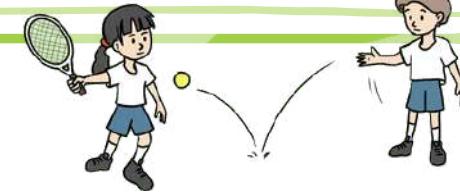
Emotional honesty, perseverance

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.

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

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 partner's 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.

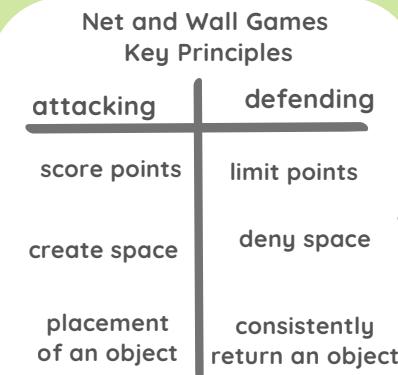
Head to our youtube channel to watch the skills videos for this unit. [@getset4education136](https://www.youtube.com/@getset4education136)

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.

Tennis or 'Jeu de paume' (palm game) was first played without rackets and used the palm of the hand to hit the ball. The game was invented in the 12th century by monks in Northern France.

It wasn't until the 16th century that rackets were added and it became known as tennis. It was a very popular sport and King Henry VIII was a keen tennis player.



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



Key Vocabulary

alternate: one then the other
co-operative: working together
compete: take part in a contest
contact: the point where you hit the ball
continuous: keep a rally going
control: being able to perform a skill with good technique
court: the space used for a tennis game
deny: to prevent an action happening
extend: to make longer
rally: when a point is played back and forth
receiver: the person who the ball is being hit to
reflect: to think back on the experience
swing: smooth semi circular action
tactic: a plan that helps you to attack or defend

Ladder Knowledge



Shots:

Play a forehand when the ball comes to your dominant side.
 Play a backhand when the ball comes to your non-dominant side.

Rallying:

Move your feet to the ball to help you to hit in a more balanced position and increase the accuracy of your shot.

Footwork:

Get your feet in the right position to help you to balance before playing a shot.

Movement Skills

- throw
- catch
- forehand
- backhand
- rallying



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

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

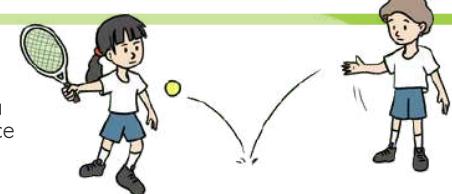
Emotional perseverance, honesty, determination

Thinking identifying strengths and areas for improvement, reflection, select and apply, comprehension, use tactics

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.

Healthy Participation



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

Jeu de Paume (Palm Game)



What you need: a ball and a wall



How to play:

Using the palm of your hand, can you...

- Hit ball up continuously?
- Bounce the ball down continuously?
- Hit the ball up, let it bounce once then hit it up again? How many can you do in a row?

Playing against a wall, can you...

- Hit the ball against the wall, let it bounce then hit it again keeping a rally going? How many can you do in a row?



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



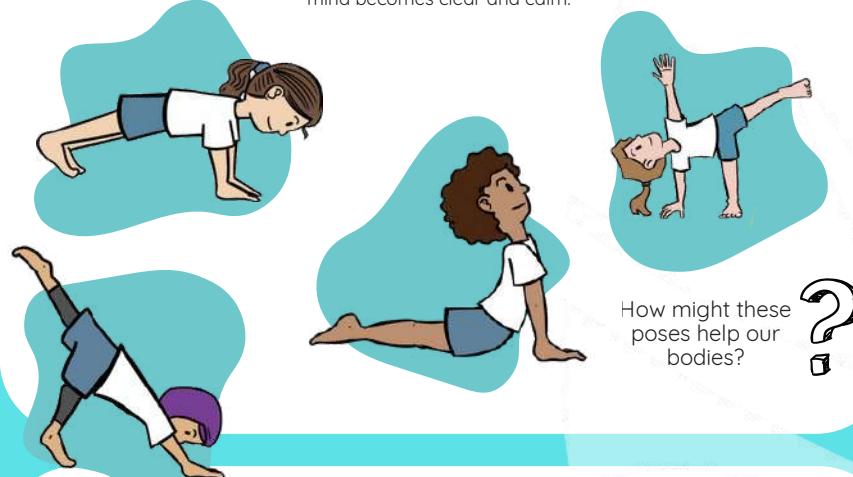
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Knowledge Organiser

Yoga Year 3

About this Unit

Yoga helps our bodies and our minds. We use poses (like balances) to create sequences of movement, called a flow. Throughout the unit we will look at three key ways that yoga can help our body: improving our balance, flexibility and strength. We will also be thinking about how yoga can help develop mindfulness. Imagine your mind is like a snow globe. When you shake the globe (like if you feel excited or upset), the snow moves around. Mindfulness is like letting the snow settle down. Try taking a deep breath in and as you breathe out, the snow starts to settle, your mind becomes clear and calm.



Key Vocabulary

base: body parts that support weight
breath: moving air in and out of your body
contact: points of your body that touch the floor
control: being able to perform a skill with good technique
extend: to make longer
flexibility: the ability of muscles and joints to move through a range of motion
flow: a yoga sequence
hinge: movement from a joint e.g. hips
link: to join together
mindfulness: to bring attention to experiences occurring in the present moment
pose: a position, usually still
strength: the amount of force your body can use
stretch: reach
tilt: move to one side



Ladder Knowledge



Balance:

Use the whole of the body part in contact with the floor, it will help you to balance.

Flexibility:

If you move as you breathe out you can stretch a little bit further.

Strength:

You will need to use different body parts and muscles for different poses.

Movement Skills

- balance
- flexibility
- strength
- co-ordination

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

Social collaboration, share ideas, work safely, support others

Emotional honesty, confidence, awareness of others, perseverance

Thinking comprehension, select and apply, identify areas of strength and areas for development, reflection

Strategies

Use your breath to help you to focus.

Your breath can be like a superpower for your brain. Your brain loves it when you take big, deep breaths. Imagine your brain is like a busy playground, with lots of thoughts running around. Sometimes, these thoughts can make it hard to pay attention or feel calm.

Here's where your breath swoops in. When you take slow, deep breaths, it's like you're telling your brain to take a break helping your brain relax and focus.

When you're doing your homework, playing a game, or even feeling a bit wiggly, remember to take a few deep breaths. Your brain will thank you!

Healthy Participation



- No shoes or socks to make sure you do not slip.
- Listen to your body, be mindful not to over extend and stop if a pose is uncomfortable.
- Stretch slowly and breathe deeply, never force a pose.

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



Home Learning

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

A pose that...

What you need: a flat space



How to play:
 • Practise each of the poses above.
 • Using the following statements, choose a pose that:
 You found the easiest to do.
 You found the most challenging.
 Use four body parts in contact with the ground.
 Stretched your back.
 • Decide an order for the four poses you have selected and perform them as a flow (linking the four poses together).
 Remember to move slowly and breathe deeply.

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



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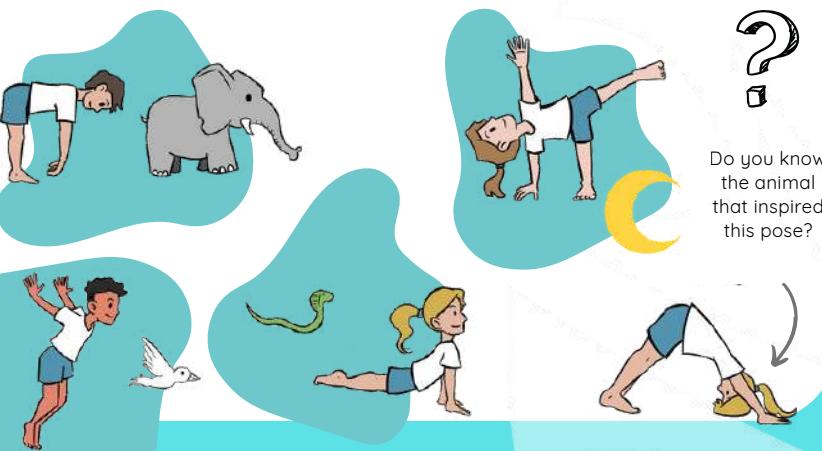
Knowledge Organiser

Yoga Year 4

About this Unit

Yoga is the name for a type of exercise that helps our mind and body. In yoga, we put our body into different positions these are called poses. We can link these poses together to create sequences of movement called a flow. In this unit you will learn yoga poses and techniques that will help you to connect your mind (what you are thinking and feeling) with your body.

Often yoga poses take inspiration from animals and nature like these poses...



Key Vocabulary

breath: moving air in and out of your body

control: being able to perform a skill with good technique

extend: to make longer

flexibility: the ability of muscles and joints to move through a range of motion

flow: a yoga sequence

gratitude: being thankful

lengthen: to make longer

link: to join together

mindfulness: to bring attention to experiences occurring in the present moment

notice: to pay attention to

pose: a position, usually still

relax: to become calm

stable: to be balanced

strength: the amount of force your body can use

wellbeing: the emotional state of someone



Ladder Knowledge



Balance:

Move with your breath, it will help you to balance.

Flexibility:

Different poses will need you to extend different body parts.

Strength:

People have different levels of strength.

Movement Skills

- balance
- flexibility
- strength
- co-ordination

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

Social

working safely, supporting others, sharing ideas, collaboration, respect

Emotional

confidence, determination, integrity, focus

Thinking

recall, creativity, selecting actions, providing feedback, reflection

Strategies

Use your breath to help you to focus.

When you experience a stressful event (like an unexpected dinosaur in your classroom), your heart rate increases and your breathing becomes lighter.

Deep breathing helps to get more oxygen into your body and helps you calm down, lower stress, and focus. Counting your breath is a great way to focus your attention. Breathe in for four counts and out for four counts.

Mindfulness is a personal journey.

Mindfulness is a technique which involves noticing what's happening around you in the moment. It can help you to feel happier and calmer.

How you notice the world around you might be different to a friend and that's ok.

Healthy Participation



- No shoes or socks to make sure you do not slip.
- Listen to your body, be mindful not to over extend and stop if a pose is uncomfortable.
- Stretch slowly and breathe deeply, never force a pose.

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

Your Flow



What you need: a flat space.
Yoga poses often take inspiration from animals and nature.
Like the ones here:



How to play:

- Look around in nature or think of animals that could inspire your poses.
- Create a yoga flow (sequence) by linking 5-6 of poses together.
- You could also use the poses shown above.

Remember to move slowly and breathe deeply.

www.getset4education.co.uk

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



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