

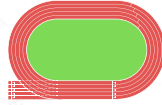


Get Set 4
Education

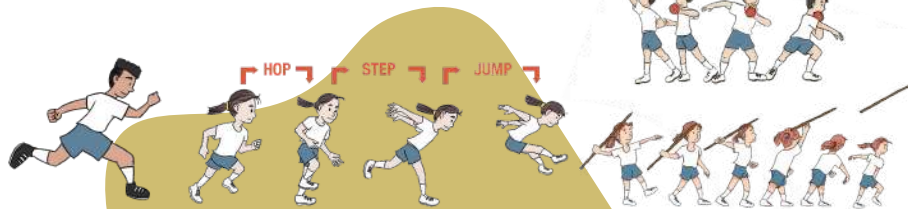
Knowledge Organiser Athletics Year 5

About this Unit

Athletics is made up of events that are classified as either track or field. Running events are classified as track and throwing and jumping events are classified as field events.



You will learn the following athletic activities:
long distance running, sprinting, relay, triple jump, shot put and javelin.



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

approach: a way of dealing with a situation

changeover: what happens when the relay baton is passed from one runner to another

consistent: to repeat something in the same way

dominant: preferred side

drive: a forceful and controlled movement to help move you forward

event: the name of different athletic activities

field: the collective name for jumping and throwing activities

force: create power

javelin: a spear like object used in a throwing event

momentum: the direction created by weight and power

shot put: a heavy round object used in a throwing event

stamina: the ability to move for sustained periods of time

stride: the length of the step

technique: the action used correctly

track: a marked oval path, where various running, hurdling, and relay events take place



Ladder Knowledge



Running:

Taking big consistent strides will help you to create a rhythm that allows you to run faster. Keeping a steady breath will help you when running longer distances.

Jumping:

Drive your knees high and fast to build power so that you can jump further.

Throwing:

Transfer your weight to increase the distance. The transfer of weight will be different depending on the throw. Think back body to front body.

Movement Skills

- pace
- sprint
- relay changeovers
- jump for distance
- push throw
- pull throw

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

Social collaboration, negotiation, communication, supporting others
Emotional perseverance, confidence, concentration, determination
Thinking observing and providing feedback, selecting and applying, comprehension

Rules

JUMPING EVENTS

- Performers must take off before the line.
- Jumps are measured from the take-off line to the body part closest to the take-off line that touches the ground.

THROWING EVENTS

- Throws must be taken from behind a throw line.
- Throws are measured from the throw line to where the object first lands.

Healthy Participation



In throwing activities ensure you:
• wait for instruction and check the area is clear before throwing.
• there is adequate space between throwers.

Home Learning



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

Triple Jump

What you need: 2 x markers and a large space.

How to play:

- Use one marker as the jumping line.
- Practise the pattern: hop, step, jump. Think 'some foot, other foot, land both feet'.
- Add a run up. Begin the jump from your jumping line.
- Practise to build up speed and distance.
- Measure your jump by marking the body part that lands closest to the jumping line with your marker and using a big step to mark 1 metre.

HOP
Take off and land on same foot, drive knee upwards and forwards.

STEP
Land on opposite foot. As far as you can to gain distance.

JUMP
Land two feet. Jump forward and drive hands forward.



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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

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

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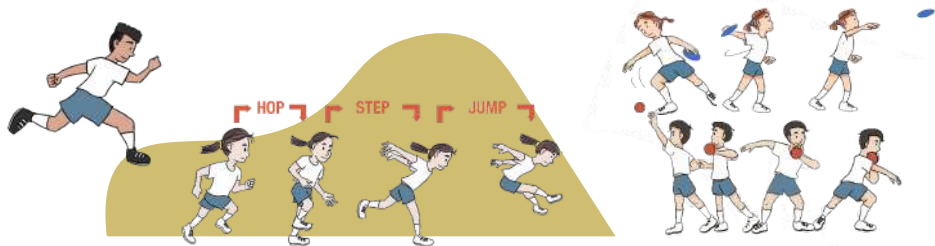
Get Set 4
Education

Knowledge Organiser Athletics Year 6

About this Unit

All events within athletics are forms of running, walking, jumping or throwing. Elite athletics competitions take place all over the world. The most famous is the Olympic Games, held every four years. Other competitions include The World Athletics Championships and The World Indoor Championships.

You will learn the following athletic activities:
long distance running, sprinting, triple jump, discus and shot put.



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



discus: a disc that is thrown in athletics
drive: a forceful and controlled movement to help move you forward
event: activities that are either running, jumping or throwing
explosive: produce force in a short space of time
fling: technique used to throw a discus
grip: the way an object is held
maximum: to work to your best
meet: an athletics competition

officiate: to be in charge of the rules
pace: how fast you are running
pattern: sequence of movements
phase: a section of an action
power: speed and strength combined
release: the point at which you let go of an object
rhythm: a strong, regular repeated pattern of movement
stance: the body position taken
strategy: a plan of action to complete a set task or challenge

Ladder Knowledge



Running:

The main muscle groups used in running include arms (triceps, biceps), shoulders (deltoid), and legs (hamstrings, calves and quadriceps). You need to prepare these muscles before running.

Jumping:

A run up builds speed and power and will enable you to jump further.

Throwing:

The main muscles used in throwing include arms (triceps, biceps), shoulders (deltoid), and legs when transferring weight (hamstrings and quadriceps). You need to prepare these muscles before throwing.

Movement Skills

- pace
- sprint
- jump for distance
- push throw
- fling throw

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

Social negotiating, collaborating, respect
Emotional empathy, perseverance, determination
Thinking observing and providing feedback, comprehension

Rules

JUMPING EVENTS

- Performers must take off before the line.
- Jumps are measured from the take-off line to the body part closest to the take-off line that touches the ground.

THROWING EVENTS

- Throws must be taken from behind a throw line.
- Throws are measured from the throw line to where the object first lands.

Healthy Participation



In throwing activities ensure you:
• wait for instruction and check the area is clear before throwing
• there is adequate space between throwers

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



How will this unit help your body?

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

Home Learning

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



Long Jump World Record Attempt



What you need: A measuring tape.

How to play:

- The standing long jump world record is held by Bryon Jones, who recorded a jump of 3.73m
- Warm up with 1 minute jogging on the spot followed by ten squats.
- Then see how many jumps it takes for you to reach the same distance.



How many jumps does it take for you to reach 3.73m?

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

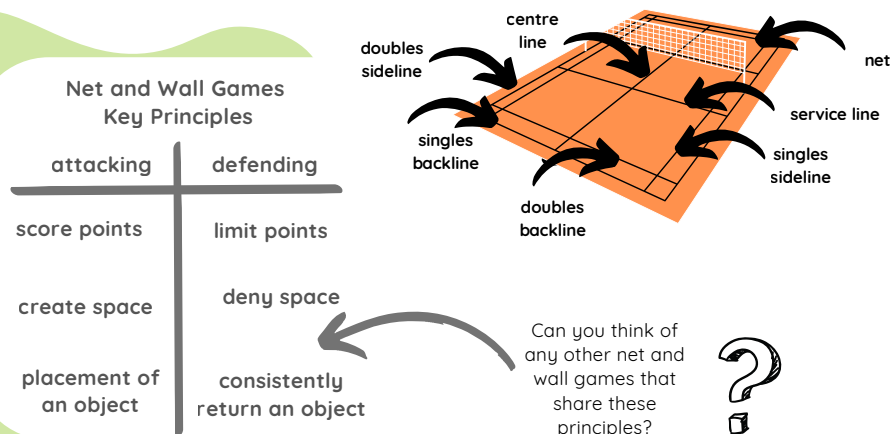
Knowledge Organiser

Badminton Year 5

About this Unit

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

Did you know that a badminton shuttlecock can fly faster than the fastest recorded tennis serve? The shuttlecock can zip through the air at speeds over 200 miles per hour.



Key Vocabulary

adjust: move feet to get in a better position

communicate:

dominant: preferred side

non-dominant: weaker hand

pressure: to add challenge

serve: used to start a game

sportsmanship: play fairly, respect others and be gracious in victory and defeat

situation: things that create what happens

tactic: a plan that helps you to attack or defend

technique: the action used correctly

Ladder Knowledge



Shots:

Use an underarm if the shuttlecock is low and an overarm if the shuttlecock is high.

Serving:

Use a serve to start a game or rally.

Rallying:

Control is more important than power to keep a co-operative rally going.

Footwork:

Use small, quick steps to adjust your stance to play a shot.

Movement Skills

- underarm forehand
- underarm backhand
- overarm forehand
- serve
- rally
- run

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

Social co-operation, collaboration, communication, respect

Emotional perseverance, patience, honesty

Thinking comprehension, use tactics and rules, make decisions, select and apply

Rules

Win a point if:

- Opponent hits the shuttlecock in the net
- Opponent hits the shuttlecock out of the court area
- Opponent misses the shuttlecock
- Opponent does not serve into the correct service area when serving

Serving rules:

- Serve must be hit with an underarm action below the waist and must land past the service line and into the correct service area.
- Both feet must be in contact with the floor when hitting the shuttlecock.
- If the server wins a rally, the server scores a point and then serves again.
- If the receiver wins a rally, the receiver scores a point and becomes the new server.

Tactics

Attacking:

- Look at where your opponent is and try to place the shuttlecock away from them.
- Finish with the racket pointing in the direction you want the shuttlecock to go.

Defending:

- Recover quickly to a ready position in the centre of the space.

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 badminton 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

React

What you need:

a long stick or broom per player

How to play:

- Players stand 2m-3m apart.
- On the leader's call, players run to catch the opposing stick before it falls on the ground.
- If unsuccessful, the player collects one letter from the word REACT.

The player that avoids spelling the word wins the game.



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



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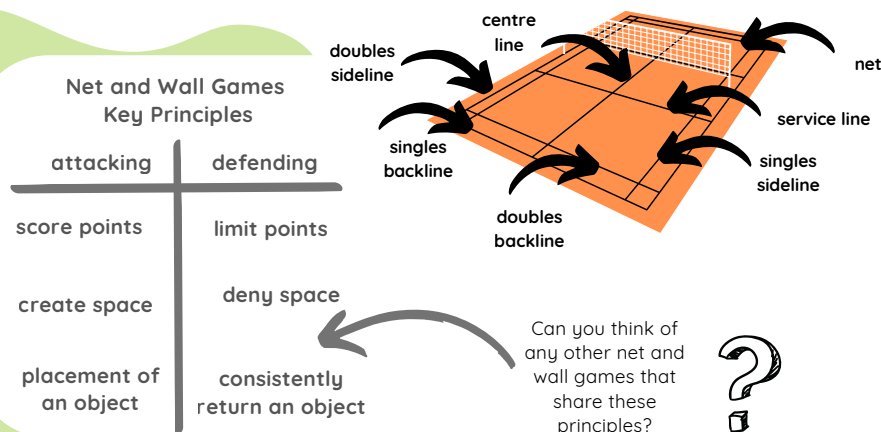
Knowledge Organiser

Badminton Year 6

About this Unit

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

Badminton can be traced back to an ancient game called 'Battledore' which was played in ancient Greece, China, India and Japan over 2000 years ago. In the 1800s British military serving in India added a net and court and Badminton as we know it was created. It was first introduced into the Olympics in 1972.



Key Vocabulary



abide: act in accordance with the rules
contact: the point where you hit the shuttlecock
dominant: preferred side
footwork: patterns used to move around the court
grip: the way an object is held
overhead: a shot played when the shuttle is above head height
placement: intentionally hitting the shuttle to a specific place on court
rally: when a point is played back and forth
recover: move back to a ready position after playing the shuttlecock
return: hitting the shuttlecock back
serve: used to start a game
sportsmanship: play fairly, respect others and be gracious in victory and defeat
stance: the body position used
tactic: a plan that helps you to attack or defend
technique: the action used correctly
underarm: a shot played when the shuttle is low

Ladder Knowledge



Shots:

Use a variety of shots to move your opponent around court.

Serving:

Begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point.

Rallying:

Use different shots and consider placement depending on if the rally is co-operative or competitive.

Footwork:

Using appropriate footwork will help you to react quickly and give you time to prepare to play a shot.

Movement Skills

- underarm clear
- overarm clear
- serve
- rally
- run

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

Social collaboration, communication, respect, encouragement

Emotional perseverance, patience, honesty

Thinking use tactics and rules, make decisions, select and apply, identify areas of strength and areas for development, reflection

Rules

Win a point if:

- Opponent hits the shuttlecock in the net
- Opponent hits the shuttlecock out of the court area
- Opponent misses the shuttlecock
- Opponent does not serve into the correct service area when serving

Serving rules:

- Serve must be hit with an underarm action below the waist and must land past the service line and into the correct service area.
- Both feet must be in contact with the floor when hitting the shuttlecock.
- Must serve with a continuous forwards movement.
- Feet of both the server and receiver must not be touching any of the court markings.
- If the server wins a rally, the server scores a point and then serves again.
- If the receiver wins a rally, the receiver scores a point and becomes the new server.

Tactics

Attacking:

- Look at where your opponent is and try to place the shuttlecock away from them.
- Finish with the racket pointing in the direction you want the shuttlecock to go.

Defending:

- Recover quickly to a ready position in the centre of the space.
- Use an overhead clear to give you time to recover to play the next shot.

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 badminton 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

Over the Net

What you need: 2 or more players, one marker (e.g. a dressing gown rope), one ball (or pair of socks)

How to play:

- Tie the rope to create a net through the middle of the space.
- Throw the ball underarm over the net. Partner attempts to catch it before it lands on the floor.
- If it lands on the floor, person who threw the ball gets a point.



Make this easier by playing with a bigger ball.

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



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Knowledge Organiser

Basketball Year 5

About this Unit

Basketball is a dynamic invasion game where two teams compete to score points by shooting into the opponent's hoop. You'll learn key skills like dribbling, passing, catching and shooting.

At the end of the unit, you'll participate in a tournament to showcase your new skills and knowledge in real game situations.

In a standard game, five players from each team are on the court at a time. The NBA, or National Basketball Association, in America, is the most famous basketball league in the world. It attracts top players from all over the globe every year.

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

ball carrier: person in possession
close down: to reduce the amount of space for an opponent
communicate: sharing information with others
decision: select an outcome
delay: to slow someone down
deny: to prevent an action happening
drive: a fast movement that helps to tell the ball carrier that you want the ball
maintain: to keep
protect: to look after

rebound: when a player attempts to shoot a goal but the ball hits the basket or backboard and bounces back into play
receiver: the person collecting or stopping the ball
situation: circumstances that create the environment
sportsmanship: play fairly, respect others and be gracious in victory and defeat
tactics: a plan that helps you to attack or defend
technique: how you apply a skill
tournament: a competition of more than two teams

Ladder Knowledge



Sending & receiving:

Not having a defender between you and the ball carrier helps you to send and receive with better control.

Dribbling:

Dribbling in different directions and at different speeds will help you to lose a defender.

Space:

Moving to space even if you do not receive the ball will help to create space for a teammate.

Movement Skills

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

Social

This unit will also help you to develop other important skills. collaboration, communication, co-operation, respect

Emotional

honesty, confidence, perseverance, fair play

Thinking

select and apply skills, make decisions, observation, tactics, feedback

Rules

- **Double dribble:** cannot dribble the ball with two hands at the same time and/or dribble the ball, catch it and then dribble again.
 - **Travelling:** cannot move with the ball without dribbling it.
 - **Foul:** cannot hold or push an opponent.
- If any of these rules are broken, a free pass is awarded to the other team.

Tactics

Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals. There are attacking and defending tactics and these will change depending on the situation, the opposition and the desired outcome.

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

Defending Battle

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

How to play:

- Set up a square.
- The attacker dribbles and tries to stop the ball on one of the markers to score a point.
- After scoring, the defender takes three steps away from the attacker.
- The attacker can't score on the same marker they started from.
- If the defender wins the ball they become the attacker.

Top tips:

- Attacker: turn your back to the defender and put your non-dribbling hand out to protect the ball.
- Defender: block spaces and only collect the ball when it's free.

Easier: Attackers are allowed to double dribble (use both hands at the same time or dribble, hold with two hands, dribble again).
Harder: Make the area larger.

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



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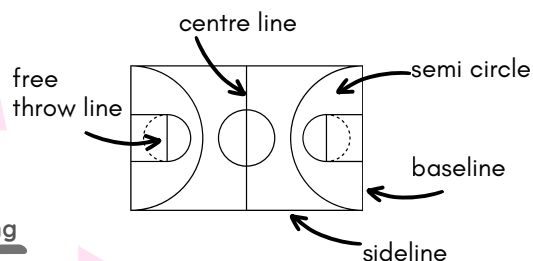
Knowledge Organiser

Basketball Year 6

About this Unit

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

An official match has five players on court per team. The most famous basketball competition in the world is the NBA (National Basketball Association) in America. The best players from around the world compete in this league which is held every year.



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

abide: act in accordance with the rules
angle: formed when two lines come together at a shared point e.g. arm to floor
ball carrier: person in possession
ball side: the space between the ball carrier and the person you are marking
barrier: an obstacle that prevents movement or access
create: to make space
dominant: preferred side
draw: encourage movement of an opponent

maintain: to keep
rebound: when a player attempts to shoot a goal but the ball hits the basket or backboard and bounces back into play
sportsmanship: play fairly, respect others and be gracious in victory and defeat
support: to help
tactics: a plan that helps you to attack or defend
transition: moving from attack to defence or defence to attack
turnover: when a team not in possession of the ball gains possession

Ladder Knowledge



Sending & receiving:

Making quick decisions about when, how and who to pass to will help you to maintain possession.

Dribbling:

Choosing the appropriate skill for the situation under pressure will help you maintain possession.

Space:

Transitioning quickly between attack and defence will help your team to maintain or gain possession.

Movement Skills

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

Social

This unit will also help you to develop other important skills. collaboration, communication, co-operation, respect

Emotional

honesty and fair play, confidence, persevere

Thinking

reflection, decision making, select and apply, use tactics, observe and provide feedback, identify areas of strength and areas for development

Rules

- **Double dribble:** cannot dribble the ball with two hands at the same time and/or dribble the ball, catch it and then dribble again.
- **Travelling:** cannot move with the ball without dribbling it.
- **Foul:** cannot hold or push an opponent.

If any of these rules are broken, a free pass is awarded to the other team or if a foul occurs when a player is shooting, a free shot is awarded (three steps away from the post).

Tactics

Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals. There are attacking and defending tactics and these will change depending on the situation, the opposition and the desired outcome.

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

Can't Touch This

What you need: A ball, a stopwatch and another person

How to play:

- One person, the attacker, dribbles on the spot trying to protect the ball for 30 seconds.
- Other person, the defender, scores a point each time they touch the ball.
- Attack turn your body and try to keep the ball away not letting the defender touch it.
- Switch roles then repeat the game trying to beat your previous score.

Top tips:

- Use one hand then the other.
- Use your body as a barrier to protect the ball.



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



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Knowledge Organiser

Cricket Year 5

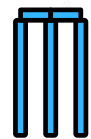
About this Unit

Cricket is a popular team sport played on a large oval field with a bat and ball. It involves two teams, one batting and one fielding, taking turns to play. The batting team aims to score runs by hitting the ball and running between two sets of wickets, while the fielding team tries to get the batsmen out by various means.

A match can last several hours or even days, depending on the format being played. Cricket is known for its use of tactics, thrilling moments, and passionate fans around the world.

Striking and Fielding Games Key Principles

attacking	defending
score points	limit points
placement of an object	deny space
avoid getting out	get opponents out



wickets

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



Key Vocabulary



backing up: fielder moves to support another fielder in case they misfield
close catch: having both hands relatively close to the body to catch, little fingers together
compete: play against someone else
decide: make a choice
deep catch: catch a ball from height, thumbs together in front of head
grip: how you hold the ball or bat
long barrier: a fielding action used to stop a ball coming at speed
momentum: the direction created by weight and power
run out: fielder hits the wickets with the ball when the batter isn't there
short barrier: creating a barrier with hands in front of feet to stop a ball travelling at slow speed
situation: circumstances that create the environment
stance: the body position taken
tactic: a plan

Ladder Knowledge



Striking:

Stance is important to allow you to be balanced as you hit.

Fielding:

Backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.

Throwing and catching:

Look at where the batter is before deciding where to throw. Use a close catch if the ball is coming straight and a deep catch if the ball is coming in from high.

Movement Skills

- deep and close catching
- underarm and overarm throwing
- overarm bowling
- long and short barrier
- batting

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

Social collaboration, communication, respect
Emotional honesty, perseverance, determination
Thinking observation, provide feedback, select and apply skills, tactics, assessing

BOWLING

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

RUNS

- 1 run for each changeover.
- 4 runs if they hit it past the boundary after a bounce.
- 6 runs if they hit it past the boundary - no bounce.

Batters

- Look to play in free space.
- Run when it is agreed by both batters (batter 'on strike' is usually best to decide)
- Choose to play boundary shots (4 and 6), when appropriate.
- Stay at the wicket if the ball is too close to a fielder.

Fielders

- Organise yourselves in fielding positions e.g. spread out and stand inside the semi circle to stop 4's and 6's. All stand on the batter's side and go for 'outs'
- Look to backup throws towards wickets.
- Throw between your fielding team to send the ball to the wickets.

Rules

Tactics



Healthy Participation

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.

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

How will this unit help your body?

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



Home Learning

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



Roll and Run



What you need: 2 or more players, two markers, one ball or rolled up pair of socks.

How to play:
Place two markers 10m apart. Practice rolling to each other. Stop the ball with a long or short barrier.



Time 1 minute. How many can you stop in that time? Repeat. Can you beat your score?

After each roll, run to the opposite marker and back.



Time 1 minute. How many changeovers can you make in that time? Repeat. Can you beat your score?

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Knowledge Organiser

Cricket Year 6

About this Unit

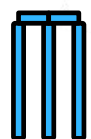
Cricket is a striking and fielding game. A full cricket match is played between two teams of 11 players each. Runs are scored by hitting a ball and running between the stumps, called wickets.

The game started in England in the 16th century. The earliest reference to the sport is in a court case of 1598. Later, the game spread to countries of the British Empire in the 19th and 20th centuries.

Today, it is a popular sport in England, Australia, India, Pakistan, Sri Lanka, Bangladesh, South Africa, New Zealand and the West Indies to name a few!

Striking and Fielding Games Key Principles

attacking	defending
score points	limit points
placement of an object	deny space
avoid getting out	get opponents out



wickets

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



Key Vocabulary



- abide:** act in accordance with the rules
assess: make a judgement of the situation
collaborate: work together
close catch: having both hands relatively close to the body to catch, little fingers together
consistently: do the same again
deep catch: catch a ball from height, thumbs together in front of head
long barrier: a fielding action used to stop a ball coming at speed
momentum: the direction created by weight and power
short barrier: creating a barrier with hands in front of feet to stop a ball travelling at slow speed
situation: circumstances that create the environment
stance: the body position taken
tactic: a plan
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



Striking:

Momentum and power for striking a ball comes from legs as well as arms.

Fielding:

There are lots of different fielding techniques. Assess the situation to help you decide on the best one.

Throwing and catching:

Decide who to throw to and when to throw in order to get batters out. Accuracy, speed and consistency of throwing and catching will help to limit a batter's score.

Movement Skills

- deep and close catching
- underarm and overarm throwing
- overarm bowling
- long and short barrier
- batting

Social

Emotional

Thinking

This unit will also help you to develop other important skills. collaboration, communication, respect

honesty, perseverance

observation, provide feedback, select and apply skills, tactics, assessing

BOWLING

- Each fielding player is required to bowl 5 balls per set.
- Balls can be bowled using underarm (only one bounce allowed or deemed a no-ball), or overarm bowling action (two bounces allowed).
- Overarm bowling with a straight arm is preferred.

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.

Batters

- Look at where the fielders are and try to place the ball away from them.
- Finish with the bat pointing in the direction you want the ball to go.

BATTING

- Batting teams are organised into pairs
- Each batting pair will receive 10 balls (2 overs)
- Umpires to swap batters, so each is given an opportunity to contribute.

OUT

- Bowled out: bowler bowls a ball that hits the wicket
- Caught out: fielders 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

Fielders

- Spread out to cover space.
- Consider which fielding technique to use: How quickly is the ball approaching you? Has the ball gone past you? Is the ball coming in flat or high?

Rules

Tactics

Healthy Participation



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.



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

How will this unit help your body?

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

Home Learning

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



Cricket Runs



What you need: 2 or more players, two markers, one ball, one bat (optional)

How to play:

Place two markers 10m apart. One player is the bowler, one the batter.

Bowler overarm bowls to the batter, batter attempts to bat then scores runs by running between the cones.

Bowler stops the batter by standing at a cone with the ball, or get a batter out by throwing the ball to hit the marker they are running towards. 5 bowls then change over.

Extra players play as fielders. Make the batter by underarm bowling. Throw if you don't have a ball.

Highest number of runs wins.



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

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Get Set 4
Education

Knowledge Organiser

Dance Year 5

About this Unit

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

Dance by Chance

Merce Cunningham is an American composer.

Cunningham created a style of dance that was by chance, often called 'dance by chance'.

He used random and chance methods to choreograph dance by assigning actions, dynamics and relationships and space to numbers.

He then used methods such as phone numbers, birthdays and rolling a dice to create his dance.

Rock and Roll

- Rock 'n' roll is a genre of music that originated in the USA in the early 1950s.
- The music combines a number of different styles including country, gospel, rhythm and blues and jazz.
- You may have heard of famous rock 'n' roll artists such as Elvis Presley.
- Dancers need to have good stamina and co-ordination as the style uses lots of spins, jumps, lifts, slides with upbeat and lively dynamics.
- Dancers had exaggerated smiles as they danced and enjoyed the music.

Ancient Maya

This dance takes inspiration from Ancient Maya.

The Mayan civilisation began long ago (it is believed as early as 1500 BCE), in a place called 'Mesoamerica'. This very large area is made up of Mexico and part of Central America where there is the Maya rainforest.

The Mayans built amazing cities. They were experts at reading the stars and even built their cities as a map of the sky.

The Mayans had ceremonies and rituals, including human sacrifices, that would have been filled with music and dancing.

Chinese New Year



Each year relates to an animal.

This dance is inspired by Chinese New Year which is celebrated between 21st January and 20th February depending on the moon.

The lion represents joy and happiness.

The longer the dragon is in the dance, the more luck it will bring to the community.

Key Vocabulary

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

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

choreograph: create a sequence of actions or movements

choreography: the sequence of actions or movements

collaborate: work jointly with others

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

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

genre: a style

motif: a movement phrase that relates to the stimulus that is repeated and developed throughout the dance

pathway: designs traced in space (on the floor or in the air)

performance: the complete sequence of actions

phrase: a short sequence of linked movements

posture: the position someone holds their body in

quality: the standard of the skill

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

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

transition: moving from one action or position to another

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

Ladder Knowledge



Actions: Different dance styles utilise selected actions to develop sequences in a specific style. Consider the actions you choose to help show your dance style.

Dynamics:

Different dance styles utilise selected dynamics to express mood. Consider the dynamics you choose to help show your dance style.

Space:

Space relates to where your body moves both on the floor and in the air.

Relationships:

Different dance styles utilise relationships to express a chosen mood. Consider the relationships you choose to help show your dance style.

Movement Skills

- actions
- dynamics
- space
- relationships

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

Social collaboration, consideration and awareness of others, inclusion, respect, leadership

Emotional empathy, confidence, perseverance

Thinking creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills

Strategies

Use dance principles such as actions, dynamics, space and relationships to help you to express an atmosphere or mood.

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

Dance by Chance

What you need: random objects

How to play:

- Choose 10 objects that can be safely thrown e.g. feather, sponge, towel.
- In a safe area, throw the object into the air and observe the way it travels in space and the dynamics of the movement to create your own actions inspired the object.
- Number each object 0-10.
- Use your the first 10 numbers from a familiar phone number to give you the order for your actions.

Add music to your dance if you would like.

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Get Set 4
Education

Knowledge Organiser

Dance Year 6

About this Unit

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



STAMP, CLAP

Choreographers (people who make up dances) sometimes don't perform to music.

Dance groups all over the world use everyday items such as brooms, bin lids and basketballs, as well as their own bodies as their stimulus to choreograph dance.

In this theme, you will be choreographing a dance and creating the music yourselves using your bodies.



Bhangra Dance

Bhangra is the traditional dance of Punjab in India. It originated with farmers as a folk dance celebrating the time of the harvest. Bhangra is traditionally danced to the dhol drum and has a very energetic and lively tone. It is often danced in circles and uses a lot of arm and shoulder movement.



Contemporary

Developed during the mid-twentieth century and has since grown to become one of the most popular genres for formally trained dancers throughout the world.

Contemporary dance is all about self-expression, storytelling, and interpretation.

Contemporary dancers have freedom of movement, allowing their bodies to freely express feelings, characters and events.



1970s Disco

- Disco first appeared in the early 1970s in the clubs of New York.
- Flared trousers, wildly-patterned shirts and colourful scarves were popular items of clothes to wear to the disco.
- Disco dance actions involve twists, turns, kicks and lots of struts to the disco beats.

Key Vocabulary



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

aesthetic: how a performance or skill looks

choreography: the sequence of actions or movements

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

express: make suggestions

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

freeze frame: when performers create an image without movement

inspiration: to take ideas from

mood: a state of feeling

motif: a movement phrase that relates to the stimulus that is repeated and developed throughout the dance

phrase: a short sequence of linked movements

pose: a position, usually still

refine: to improve the quality

rehearse: to practise

stimulus: something that creates ideas

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

style: the type of dance

transition: moving from one action or position to another

Ladder Knowledge



Actions:

Actions can be improved with consideration to extension, shape and recognition of intent. Remember what you are trying to tell the audience when choosing your actions.

Dynamics:

Selecting a variety of dynamics in your performance can help to take the audience on a journey through your dance idea.

Space and relationships:

Combining space and relationships with a prop can help you to express your dance idea.

Movement Skills

- actions
- dynamics
- space
- relationships

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

Social

share ideas, collaboration, support, communication, inclusion, respect, leadership

Emotional

confidence, self-regulation, perseverance, determination, integrity, empathy

Thinking

creativity, observation, provide feedback, comprehension, use feedback to improve, select and apply skill

Strategies

A leader can ensure your dance group performs together. Keep in character throughout your performance, it will help you to express an atmosphere or mood that can be interpreted by the audience.

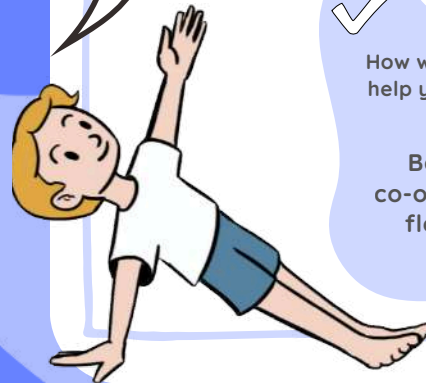
Healthy Participation



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



Word Dance



What you need: a book or magazine

How to play:

- Open a random page and find 10 action and describing words.
- Create an action or movement for each word.
- Sequence the movements together to create a dance.
- Share your dance with somebody, add music if you would like.

Use a variety of space and levels to make your dance look interesting.



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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 5

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 to get them out.

It's a game of strategic moves that use both defence and attack. On the defensive front, you'll need to use swift moves, and quick thinking to avoid being hit.

On the attack you'll need to throw with precision and speed to get opponents out.

Key Principles of Target Games (dodgeball, golf)

attacking	defending
placement of an object	avoid getting out



Key Vocabulary



avoid: keep away from or stop

communication: share information

cushion: take the power out of an object

fake: to pretend

force: create power

officiate: to be in charge of the rules

opponent: the other team

situation: circumstances that create the environment

tactic: a plan or strategy

Ladder Knowledge



Throwing:

Aim low to make it difficult for an opponent to catch.

Catching:

Stay towards the back of the court area to give you more time to catch.

Movement Skills

- throw
- catch
- dodge
- jump
- block

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

Social co-operation, respect, communication

Emotional confidence, honesty, independence

Thinking tactics, comprehension, observation, creativity

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.

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

Rules

Tactics

Apply tactics relevant to the situation.

Healthy Participation



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

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.

Home Learning

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



Sock-tastic Dodge

What you need: 1 x pair rolled up socks

Practise:

- Throw the socks with one hand and catch with two.
- Throw the socks with one hand and catch with the opposite hand.
- Throw the socks with one hand and catch with the same hand.
- Throw the socks up and see how many of a chosen activity you can do before catching it again e.g. claps or star jumps.

How to play:

- Create your own version of a dodgeball game.
- Set the rules. What happens if the ball hits you? How do you get back in the game? How do you decide the winner?
- Invite people in your household to play the game.

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



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Get Set 4
Education

Knowledge Organiser

Dodgeball Year 6

About this Unit

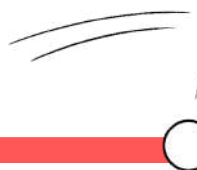
Dodgeball is a target game between two teams. Players must dodge or catch balls thrown by the opposition whilst attempting to strike their opponents in the same way to get them out.



Dodgeball was first played in Africa over 200 years ago. Instead of soft balls, players threw rocks at the opposition, while also defending their own teammates who were under attack. The game was meant to encourage teamwork for when the players went into battle with other tribes.

Key Principles of
Target Games
(dodgeball, golf)

attacking	defending
placeme nt of an object	avoid getting out



Key Vocabulary



abide: act in accordance with the rules
anticipate: to expect / be ready
appropriate: suitable approach
assess: make a judgement of the situation
collaborate: collaborate
cushion: take the power out of an object
fake: to pretend
officiate: to be in charge of the rules
situation: circumstances that create the environment
stance: the body position taken
tactic: a plan or strategy
trajectory: the path the object takes in the air

Ladder
Knowledge



Throwing:

Assess the situation before deciding who to throw at to get opponents out.

Catching:

Make quick decisions on if to catch or if to dodge the ball.

Movement
Skills

- throw
- catch
- dodge
- jump
- block

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

Social collaboration, respect, leadership, communication

Emotional honesty, determination, confidence

Thinking make decisions, select and apply tactics

Rules

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.

Tactics

Create and apply a tactic for the specific situation or outcome.

Healthy
Participation



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

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.

Home Learning



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



Wall Catch

What you need: 1 ball a wall.

How to play:

- Stand 1m away from the wall.
- Throw the ball against the wall and try to catch it before it touches the floor.
- Can you get to 5 catches in a row?
- Take a step back and repeat.
- How far from the wall can you get?



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Knowledge Organiser

Fitness Year 5

About this Unit

Agility helps you move quickly and change direction easily, which is great for sports like football and basketball. Balance keeps you steady, whether you're riding a bike or doing gymnastics or throwing a ball. Co-ordination helps you use different parts of your body together smoothly, like when you're catching a ball or dancing. Speed lets you move fast, which is useful for running around bases in rounders or playing tag. Stamina and strength help you keep going longer and do things like kicking further or playing a whole game without getting too tired.

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

Can you describe each of these components of fitness



Key Vocabulary



agility: the ability to change direction quickly

consistent: to repeat something in the same way

drive: a forceful and controlled movement to help move you forward

dynamic: on the move

motivate: to encourage

persevere: to continue trying

power: speed and strength combined

react: to respond to quickly

rhythm: a strong, regular repeated pattern of movement

stable: to be balanced

stamina: the ability to move for sustained periods of time

static: on the spot

strength: the amount of force your body can use

Ladder Knowledge



Agility:

To change direction you need to push off your outside foot and turn your hips.

Speed:

Taking big consistent strides will help to create a rhythm that allows you to run faster.

Balance:

Dynamic balances are harder than static balances as the centre of gravity changes.

Strength:

Moving quickly with the maximum force will get the maximum amount of power and distance or speed.

Co-ordination:

People have varying levels of co-ordination that can improve with practice.

Stamina:

Keeping a steady breath will help you to move for longer periods of time.

Movement Skills

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

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

Social collaboration, support, communication

Emotional perseverance, determination

Thinking feedback, comprehension, observation, evaluation

Strategy

All of components of fitness can make you better at many different games and activities. They can all be developed with regular practice in your own time.

Healthy Participation



- Focus on your own performance without comparing them with others.
- Work within your own capabilities.

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



First to 50



What you need: a dice and 1 or more players.

How to play:

- Roll the dice and complete the action specified.
1 = 1 x burpee. 2 = 2 x press ups. 3 = 5 x sit ups.
4 = 4 x lunges. 5 = 5 x squats. 6 = 6 x star jumps
- Roll the dice again and add the number to your previous roll so that you keep a running total.
- Continue until you reach 50.
- Playing with someone else? Who can roll 50 first?
- Playing by yourself? How quickly can you roll 50?
- Make this harder by subtracting 5 when you roll a 5.

Change the target number or exercises and play again.



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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 6

About this Unit

Regular participation in physical activities can significantly improve your mood. Exercise releases endorphins, which are natural chemicals in the body that create a feeling of wellbeing. Exercise can also reduce stress and anxiety, improve sleep and give you more energy.

Physical fitness includes different components including agility, balance, co-ordination, speed, stamina and strength. The wonderful thing about fitness is that no matter where your fitness levels are, you can always make improvements with practise.

These are the tests you will use to measure each component of fitness.

- Agility: T-test
- Balance: stork test
- Co-ordination: skipping
- Speed: 30m sprint
- Stamina: 4m run
- Strength: calf raises



Key Vocabulary

abdominals: muscles in the stomach
agility: the ability to change direction quickly
analyse: examine in order to understand
calves: a muscle in the bottom back of leg
co-ordination: moving two or more body parts at the same time
consistent: to repeat something in the same way
drive: a forceful and controlled movement to help move you forward
engage: to activate
measure: to mark a distance
motivate: to encourage
persevere: to continue trying
power: speed and strength combined
quadriceps: the muscles in the thighs
record: to make note of
rhythm: a strong, regular repeated pattern of movement
stable: to be balanced



Ladder Knowledge



Agility:

Agility requires speed, strength, good balance and co-ordination.

Speed:

Speed can be improved by training. Different distances require different speeds.

Balance:

Apply force to maintain control and balance.

Strength:

You can build up strength by practicing in your own time.

Co-ordination:

Co-ordination also requires good balance.

Stamina:

Different exercises can develop stamina which can be improved by training over time.

Movement Skills

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

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

Social support and encourage others, collaboration

Emotional perseverance, determination

Thinking observation, analysis, comprehension

Strategy

Identify your areas of strength and your areas for development. Then, think of set your plan to make improvements to that element of fitness. Retest yourself after a period of practice and make sure to notice how you feel. How challenging you find an activity is also a mark of level.

Healthy Participation



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

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



How will this unit help your body?

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

Home Learning

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



Red or black?

What you need: A pack of cards.



How to play:

- One player guesses whether the first card will be red or black.
- If they are correct they get to guess if the next card will be higher or lower than the first.
- If they are correct they get to guess if the next card will be a number in between the first two cards or a number outside of the first two cards.
- If they are correct they win one hand.
- If they are wrong at any stage they complete 10 x of an exercise of their choice and the game begins again.
- The game ends when the player has won 10 x hands.

Red or black / higher or lower / in or out?



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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 5

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.

In this unit, you will learn the fundamental movement skills and strategies needed to play football effectively. You will need teamwork, spatial awareness, and game tactics.

Invasion Games Key Principles

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

The origins of modern football can be traced back to the mid-19th century in England, but the game has roots that stretch back even further. One of the earliest known versions of a game similar to football was called "cuju," which was played in China during the Han Dynasty (206 BC - 220 AD). Cuju involved players kicking a leather ball filled with feathers through a small opening into a net, and it was often played as a form of military training.

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



Key Vocabulary

ball carrier: player in possession
close down: to reduce the amount of space for an opponent
create: to make space
decision: the choice and action made
delay: to slow down
opposition: the other team
possession: to have
pressure: to add challenge

situation: circumstances that create the environment
sportsmanship: play fairly, respect others and be gracious in victory and defeat
tactics: a plan to help you attack or defend
support: to help
tactics: a plan that helps you to attack or defend
tournament: a competition of more than two teams

Ladder Knowledge



Sending & receiving:

Not having a defender between you and the ball carrier helps you to send and receive with better control.

Dribbling:

Dribbling in different directions and at different speeds will help you to lose a defender.

Space:

Moving to space even if you do not receive the ball will help to create space for a teammate.

Movement Skills

- run
- dribble
- pass
- receive
- track

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

Social communication, respect, co-operation

Emotional honesty, perseverance, independence, self regulation, determination

Thinking identify, creativity, make decisions, select and apply skills and 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'.
- A kick on from the corner is taken if the ball goes out of play on a goal line (back 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.
- When a goal is scored, the conceding team 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. There are attacking and defending tactics and these will change depending on the situation, the opposition and the desired outcome.

Healthy Participation



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

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

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

Dribble and Shoot

What you need: a ball, 6-8 markers

How to play:

- Set up cones in a straight line or zigzag.
- Place the goal 5-10 meters from the last cone.
- Dribble the ball through the cones.
- Shoot to score through the goal

Challenge:

- Add a defender.
- Time yourself - how many goals can you score? Can you improve on your record?

Top tips:

- Use inside and outside of both feet to dribble.
- Use little touches to keep the ball close.
- Keep your head up while dribbling.
- Aim for different parts of the goal.

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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 6

About this Unit

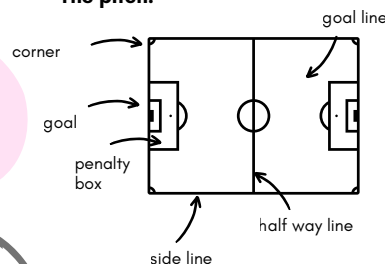
Football is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

Football is arguably the most popular sport in the world and is said to unite the world, bringing people together. Perhaps one of the most famous football matches that has ever taken place happened on Christmas Day in 1914. The match took place in France in the middle of the fighting during WW1 in what was known as 'no mans' land between the English and German soldiers. This is the power of sport.

Invasion Games Key Principles

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

The pitch:



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



Key Vocabulary

abide: act in accordance with the rules
appropriate: suitable approach
assess: make a judgement of the situation
close down: to reduce the amount of space for an opponent
consecutive: in a row
create: to make space
draw: encourage movement of an opponent
drive: a shot in golf used to hit over a long distance
maintain: to keep
possession: to have
situation: circumstances that create what happens
sportsmanship: play fairly, respect others and be gracious in victory and defeat
tactics: a plan to help you attack or defend
transition: moving from attack to defence or defence to attack
turnover: when a team not in possession of the ball gains possession

Ladder Knowledge



Sending & receiving:

Making quick decisions about when, how and who to pass to will help you to maintain possession.

Dribbling:

Choosing the appropriate skill for the situation under pressure will help you maintain possession.

Space:

Transitioning quickly between attack and defence will help your team to maintain or gain possession.

Movement Skills

- run
- dribble
- pass
- receive
- track
- tackle

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

Social communication, respect, collaboration, co-operation

Emotional honesty, persevere, determination

Thinking assess, explore, decision making, select and apply

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.
- If a ball goes out of play on a side line, a throw in (or kick on) 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

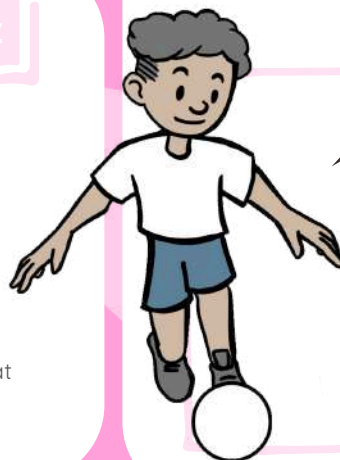
Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals. There are attacking and defending tactics and these will change depending on the situation, the opposition and the desired outcome.

Healthy Participation



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

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

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

Star Challenge

What you need: A ball

How to play:

Take on the star challenge by using the body parts listed to keep the ball up and then attempt to catch it:

- **1 star:** use one knee to keep the ball up and then catch it
- **2 star:** use one knee, then the other knee to keep the ball up and then catch it
- **3 star:** use one knee, then the other knee, then chest or head to keep the ball up and then catch it
- **4 star:** use one foot, then the other foot, then one knee, then the other knee to keep the ball up and then catch it
- **5 star:** use one foot, then the other foot, then one knee, then the other knee, then chest or head to keep the ball up and then catch it

For an extra challenge, how many keep ups can you do in a row?

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

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Knowledge Organiser

Golf Year 5

About this Unit

Golf is a target game where players strike a ball into a hole with the fewest number of hits.

As well as developing your striking accuracy, playing golf can teach you some awesome skills that can help you in other areas of your life e.g.

- **Patience:** Golf can be a challenging game, and sometimes you need to try a few times to get the ball where you want it. This helps you practice patience – an important skill in many aspects of life.
- **Concentration:** Golf requires a lot of concentration. You need to pay attention to how you swing the club, the angle of the clubface, and the distance to the hole.
- **Analysis:** Sometimes the ball doesn't go where you want it to. That's when you need to think about how to adjust your next shot.
- **Respect:** Golf is a game of honesty and integrity. You're responsible for your own actions, and respecting others on the course is crucial.

Can you identify how golf helps you to develop these skills?

- **Responsibility**
- **Collaboration**
- **Self regulation**

Key Vocabulary

align: place or arrange things in a straight line

angle: formed when two lines come together at a shared point e.g. arm to floor

chip: a shot used in golf over a short distance

drive: a shot in golf used to hit over a long distance

force: create power

grip: the way an object is held

par: the number of strokes expected for a particular hole or course

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

shot: the type of hit used

situation: the environment created by the game

stance: the body position taken

Ladder Knowledge



Striking

Year 5: aligning your body and equipment before striking will help you to be balanced.

Movement Skills

- balance
- co-ordination
- striking

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

Social responsibility, support, collaboration, respect
Emotional patience, perseverance, self regulation, concentration, honesty
Thinking analysis, select and apply

Rules

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

Healthy Participation

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

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



How will this unit help your body?

balance and co-ordination

Home Learning



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

What's the Par?



What you need: 1 ball, broom, objects

How to play:

- In a safe space, create a golf hole using household objects e.g. socks for a gate, pot for an obstacle, dressing gown rope laid in a semi circle for the hole.
- Give yourself a par for the hole.
- See if you can complete the hole, using your broom as the club, within the par.
- Play the game again, can you complete the hole in fewer hits?

Playing against someone else?
Who can complete the hole in the fewest hits?



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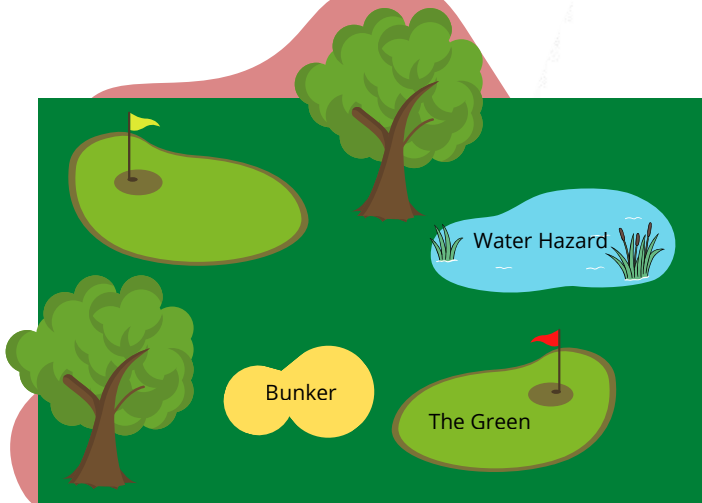
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Knowledge Organiser

Golf Year 6

About this Unit

Golf can be played individually or as a team. Players hit a small ball with a club around a golf course. Golf courses are large areas that include obstacles such as sand-filled pits, called bunkers and water hazards. Golf is a target game. In golf the targets are small holes that are found on short grass areas called the green. Players aim to hit the ball into the holes in as few hits as possible. In golf hits are called strokes.



Key Vocabulary

abide: act in accordance with the rules
align: place or arrange things in a straight line
angle: formed when two lines come together at a shared point e.g. arm to floor
appropriate: suitable approach
chip: a shot used in golf over a short distance
drive: a shot in golf used to hit over a long distance
force: create power
grip: the way an object is held
par: the number of strokes expected for a particular hole or course
putt: a short shot played when the ball is on the green (near the hole)
shot: the type of hit used
stance: the body position taken



Ladder Knowledge



Striking

Year 6: identify the distance to the hole to help you select the correct stroke.

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
Emotional perseverance, self regulation, patience, honesty
Thinking analysis, select and apply skills

Rules

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

Healthy Participation



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



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

How will this unit help your body?

balance and co-ordination

Home Learning



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

Indoor Golf



What you need: markers, a ball or pair of rolled up socks per player, a frying pan, a pen and a piece of paper.

How to play:

- Create your golf course by placing two markers in each room of your home. Place the markers 0.25m apart to create a gate, the 'hole'.
- Begin at the opposite end of the room. Using your frying pan, count how many attempts it takes to hit your ball through the hole.
- Write down how many hits it took to get the ball through each hole and add up your total at the end.
- Playing with someone else? Who can complete the course with the least number of hits?
- Playing by yourself? Can you complete the course again and complete it with less hits?

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



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Get Set 4
Education

Knowledge Organiser

Gymnastics Year 5

About this Unit

Gymnastics began in ancient Greece as a way to exercise and develop physical strength. The Ancient Greeks practiced gymnastics as a way to prepare for war. In 1896, the first modern Olympics took place in Athens, Greece. Gymnastics was a key part of the Olympic events and traditions and still is to this day.

Which of these balances are symmetrical and which are asymmetrical?



Key Vocabulary

asymmetrical: not equal on both sides

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

cartwheel: an inverted movement performed on hands and feet

decide: to choose

extension: moving a body part outwards or straight

identify: recognise

inverted: where hips go above head

matching: to perform the same action as someone else

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

momentum: the direction created by weight and power

observe: watch

pathways: designs traced in space (on the floor or in the air)

performance: the complete sequence of actions

quality: the standard of the skill

stable: to be balanced

symmetrical: two parts that match exactly

synchronisation: moving at the same time

transition: moving from one action or position to another



Ladder Knowledge



Shapes:

Shapes underpin all other skills.

Inverted movements:

Sometimes you need to move slowly to gain control and other times you need to move quickly to build momentum.

Balances:

Use contrasting balances to make your sequences look interesting.

Rolls:

Work within your own capabilities, this may be different to others.

Jumps:

Use jumps to link actions. Change the shape of your jumps to make your sequence look interesting.

Movement Skills

- symmetrical and asymmetrical balances
- rotation jumps
- straight roll
- forward roll
- straddle roll
- backward roll
- cartwheel
- bridge
- shoulder stand

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

Social

work safely, support others, collaboration

Emotional

confidence, perseverance, resilience, determination

Thinking

observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences

Strategy

Use different pathways to help make your sequence look interesting.

Healthy Participation



- Remove shoes and socks.
- Ensure the space is clear before using it.
- Only jump from apparatus where you see a mat.

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



How will this unit help your body?

balance,
co-ordination,
flexibility, strength

Home Learning

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



Limbo



What you need: a long stick or rope (maybe dressing gown ropes tied together), three people.

How to play:

- Two people hold either end of the stick at chest height.
- Top tip: hold it in cupped hands so that it will fall easily when touched.
- Players take turns going under the stick without touching it. Each time they complete a round the stick gets lowered.

Rules: Only your feet can touch the floor.

Top tip: bend your knees and lean as far back as needed to travel under the stick.



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



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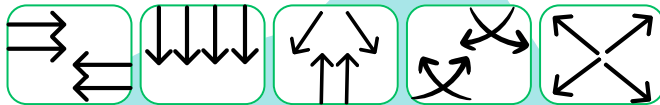
Knowledge Organiser

Gymnastics Year 6

About this Unit

Gymnastics traces its roots back to ancient Greece, where it was a crucial part of physical training. The word "gymnastics" even comes from the Greek word "gymnos," meaning naked, as ancient athletes often practiced in the nude. There are two main types of gymnastics: artistic and rhythmic. Artistic gymnastics includes those jaw-dropping flips and twists you see on the Olympic vault and floor routines. Rhythmic gymnastics, on the other hand, features elegant dance moves and performances with apparatus like ribbons and hoops.

Perfect Performance Tools



canon

synchronisation

matching

mirroring

forwards

backwards

sideways

symmetrical

asymmetrical

Use these performance tools to improve the quality of your sequences.



Key Vocabulary

aesthetics: how a performance or skill looks

competent: able to perform

contrasting: different to one another

counter balance: creating a balance by pushing against a partner

counter tension: creating a balance by pulling away from a partner

engage: to activate

execution: completing the action

flight: time in the air

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

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

progression: a stage of a skill

refine: to improve the quality

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

vault: performing an action over a piece of apparatus



Ladder Knowledge



Shapes:

Use clear shapes when performing other skills.

Inverted movements:

Spreading your weight across a base of support will help you to balance.

Balances:

Apply force to maintain control and balance.

Rolls:

You can use momentum to help you to roll. This momentum will come from different body parts depending on the roll you are performing.

Jumps:

Taking off from two feet will give you more height and therefore more time in the air.

Movement Skills

- straddle roll
- forward roll
- backward roll
- counter balance
- counter tension
- bridge
- shoulder stand
- handstand
- cartwheel
- flight

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

Social work safely, collaboration, communication, respect

Emotional independence, confidence, determination

Thinking observe and provide feedback, comprehension, select and apply actions, evaluate and improve sequences

Strategy

Use changes in formation to help make your sequence look interesting.

Healthy Participation



- Remove shoes and socks.
- Ensure the space is clear before using it.
- Only jump from apparatus where you see a mat.



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

How will this unit help your body?

balance, co-ordination, flexibility, strength

Home Learning



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



Cereal Box Challenge



What you need: an empty cereal box, one or more players.

How to play:

- Place the cereal box on the floor.
- Pick the cereal box up using only your mouth.
- Nothing but your feet can touch the floor.
- If successful tear an inch from the top of the cereal box and play the game again.
- Repeat the challenge, taking an inch from the box each time.

Top tip: hold onto your leg/s to help you to balance.



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



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Knowledge Organiser

Handball Year 5

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.

In this unit you will be given the chance to referee. Here are some top tips when umpiring.



- Be clear and confident when making a decision.
- Have knowledge of the rules.
- Move with the ball up and down the court so that you can see the play.
- Be fair and honest.

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

angle: formed when two lines come together at a shared point e.g. arm to floor
ball carrier: person in possession
close down: to reduce the amount of space for an opponent
create: to make space
delay: to slow an object or player
deny: to slow an object or player
dominant: most powerful and accurate hand
drive: a fast movement that helps to tell the ball carrier that you want the ball
maintain: to keep
possession: to have
pressure: a feeling created by the situation
referee: the person who makes sure the rules are followed
situation: circumstances that create the environment
sporting behaviour: play fairly, respect others and be gracious in victory and defeat
support: to help
tactics: a plan that helps you to attack or defend

Ladder Knowledge



Sending & receiving:

Not having a defender between you and the ball carrier helps you to send and receive with better control.

Dribbling:

Dribbling in different directions and at different speeds will help you to lose a defender.

Space:

Moving to space even if you do not receive the ball will help to create space for a teammate.

Movement Skills

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

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

Social support, kindness, communication, collaborate

Emotional empathy, honesty, determination

Thinking decision making, comprehension, select and apply, identify, plan

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, shoot or dribble.
- If you choose to dribble, once you stop dribbling your options are to pass, shoot or take up to another three steps.
- If you choose to take another three steps, you have to pass or shoot, you cannot dribble again as this would be double dribble.
- You can only hold the ball for three seconds if standing with the ball.

Tactics

Using tactics will help your team to in both attack and defence. In this unit you will use attacking tactics to create space and maintain possession. You will use defending tactics as a team to attempt to delay opponent's and gain possession.

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

Body Parts

What you need: a ball that bounces

How to play:

- Explore dribbling the ball. Can you dribble:
 - With one hand
 - The other hand
 - Changing hand
 - Changing speed
 - Changing direction
- Challenge yourself to keep the ball bouncing the whole time whilst touching different body parts to the floor then standing up again. Try these:
 - Knees
 - Bottom
 - Back
 - Stomach
 - Forehead



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



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Knowledge Organiser

Handball Year 6

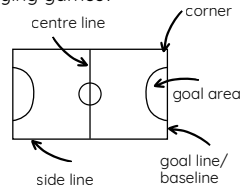
About this Unit

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.

An official handball team has seven players who each have a certain role:

- Goalkeeper: defends the goal
- Left wing: covers the left side of the court
- Right wing: covers the right side of the court
- Centre back: helps with providing attack and defence options.
- Left back: covers left side of the court and prevents opposition from scoring.
- Right back: covers right side of the court and prevents opposition from scoring.
- Pivot: an attacking player who has to shoot from a range of positions.

Could you consider how you set up with your teammates when playing games?



Only the goal keeper is allowed in the goal area (unless an attacker has landed after releasing the ball when shooting).

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



Invasion Games Key Principles

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

Key Vocabulary

- abide:** act in accordance with the rules
angle: formed when two lines come together at a shared point e.g. arm to floor
appropriate: suitable approach
close down: to reduce the amount of space for an opponent
consistently: every time
create: to make space
dictate: to give order
draw: encourage movement of an opponent
maintain: to keep
possession: to have
react: to respond to quickly
sportsmanship: play fairly, respect others and be gracious in victory and defeat
tactics: a plan that helps you to attack or defend
transition: moving from attack to defence or defence to attack

Ladder Knowledge

Sending & receiving:

Making quick decisions about when, how and who to pass to will help you to maintain possession.

Dribbling:

Choosing the appropriate skill for the situation under pressure will help you maintain possession.

Space:

Transitioning quickly between attack and defence will help your team to maintain or gain possession.

Movement Skills

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

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

Social communication, kindness, respect, collaboration

Emotional confidence, honesty and fair play, determination, perseverance

Thinking select and apply, decision making, problem solving, comprehension, reflection

Rules

The rule of three:

- If you have the ball in your hands you can take three steps then you either have to pass, shoot or dribble.
- If you choose to dribble, once you stop dribbling your options are to pass, shoot or take another three steps.
- If you choose to take another three steps, you then have to pass or shoot, you cannot dribble again as this would be double dribble.
- Can only hold the ball for three seconds if standing with the ball.

Double dribble:

- Cannot dribble, stop, then dribble again.
- Cannot dribble with two hands.

Free pass:

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

Tactics

Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals. There are attacking and defending tactics and these will change depending on the situation, the opposition and the desired outcome.

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

Three in a row

What you need: a partner, a ball, nine markers e.g. cushions or books, six socks each (one colour for one person and a different colour for the other person)

How to play:

- Place nine markers approx four big steps away in a 3x3 grid.
- Take turns with a partner to throw overarm to hit one of the markers.
- For each successful hit, place one of your coloured socks on it.
- First person to get three in a row wins the game.
- Make this harder by moving the grid further away.



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



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Knowledge Organiser

Hockey Year 5

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.

In this unit you will be given the chance to umpire. Here are some top tips when umpiring.



- Be clear and confident when making a decision.
- Have knowledge of the rules.
- Move with the ball up and down the pitch so that you can see the play.
- Be fair and honest.

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

ball carrier: the person in possession
barrier: an obstacle that prevents movement or access
close down: to reduce the amount of space for an opponent
create: to make space
maintain: to keep
possession: to have
pressure: to add challenge
situation: circumstances that create what happens
sporting behaviour: play fairly, respect others and be gracious in victory and defeat
support: to help
tactics: a plan that helps you to attack or defend
transition: moving from attack to defence or defence to attack
umpire: the person who makes sure the rules are followed

Ladder Knowledge



Sending & receiving:

Not having a defender between you and the ball carrier helps you to send and receive with better control.

Dribbling:

Dribble in different directions and at different speeds will help you to lose a defender.

Space:

Move to space even if you do not receive the ball will help to create space for a teammate.

Movement Skills

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

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

Social communication, collaboration, respect, support others

Emotional honesty, perseverance

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

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.
- Don't swing stick to make a tackle.

Free pass:

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

Tactics

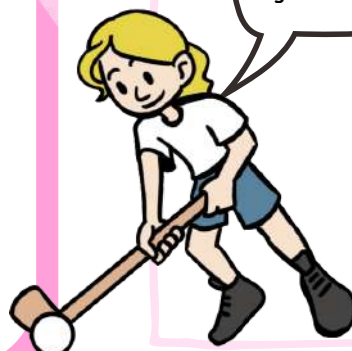
We use tactics to select how to attack and defend as a team. You will learn different tactics and choose as a team which to use in which situation.

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

Track and Touch

What you need: A partner and two markers.

- Place the two markers approx. 8m apart.
- One person leads by sidestepping between the cones, changing direction at any time. Partner tracks them, mirroring their movement and attempting to stay in line with them.
- The leader shouts 'touch' and turns and sprints towards one marker, partner races to beat them past the cone.
- Repeat three times before switching roles.



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



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Knowledge Organiser

Hockey Year 6

About this Unit

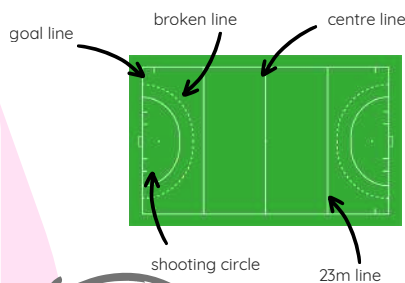
Hockey is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

Hockey is both a summer and winter Olympic sport. In the summer games, field hockey is played and in the winter games, ice hockey is played. Another major hockey competition for field hockey is the world cup, held every four years.

On a field hockey team, there are 11 players, which include 10 field players and a goalkeeper. Although the name of the sport is 'field hockey', the surface that is played on is artificial.

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

abide: act in accordance with the rules
appropriate: suitable approach
barrier: an obstacle that prevents movement or access
close down: to reduce the amount of space for an opponent
create: to make space
cushion: take the power out of an object
draw: encourage movement of an opponent
pressure: to add challenge
situation: circumstances that create what happens
sportsmanship: play fairly, respect others and be gracious in victory and defeat
stance: the body position used
support: to help
tactics: a plan that helps you to attack or defend
transition: moving from attack to defence or defence to attack
turnover: when a team not in possession of the ball gains possession

Ladder Knowledge



Sending & receiving:

Make quick decisions about when, how and who to pass to will help you to maintain possession.

Dribbling:

Choose the appropriate skill for the situation under pressure will help you maintain possession.

Space:

Transition quickly between attack and defence will help your team to maintain or gain possession.

Movement Skills

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

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

Social communication, collaboration, respect, support others

Emotional honesty, perseverance

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

Rules

Feet:

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

Sticks:

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

Free pass:

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

Tactics

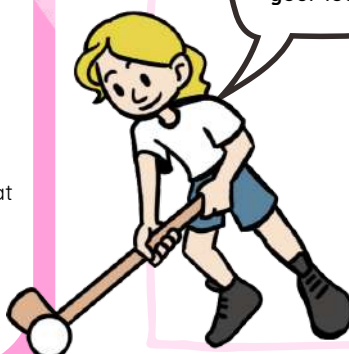
Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals. There are attacking and defending tactics and these will change depending on the situation, the opposition and the desired outcome.

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

Air Hockey

What you need: Two players, two towels, three tupperware lids.


How to play:

- Use a flat smooth surface.
- Roll the towels up and place them 1m apart to act as the sides of the table.
- Players remain opposite one another at either end of the table.
- One tupperware lid is used as the 'puck'.
- Players have one tupperware lid each that they can use to stop and push the puck.
- Players score points by pushing the puck past their opponent.

First to 15 wins.



www.getset4education.co.uk

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

Knowledge Organiser

Netball Year 5

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.

In this unit, you will learn the fundamental movement skills and strategies needed to play netball effectively. You will need teamwork, spatial awareness, and game tactics.

Netball was originally adapted from basketball and has grown to be popular among both males and females around the world.

Netball is played in over 80 countries and is especially popular in countries like the United Kingdom, Jamaica, Australia, New Zealand and South Africa.

There are mixed netball leagues where men and women play together on the same teams.

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



Invasion Games Key Principles

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

Key Vocabulary

accelerate: to speed up

angle: formed when two lines come together at a shared point e.g. arm to floor

create: to make

drive: a fast movement that helps to tell the ball carrier that you want the ball

intercept: to take possession

maintain: to keep

opposition: the other team

pressure: feeling challenged

receiver: the person receiving the ball

rebound: when a player attempts to shoot a goal but the ball hits the ring and bounces back into play

situation: circumstances that create the environment

sportsmanship: play fairly, respect others and be gracious in victory and defeat

stance: body position

support: to help

technique: how you apply a skill

tournament: a competition of more than two teams

Ladder Knowledge



Sending & receiving:

Not having a defender between you and the ball carrier helps you to send and receive with better control.

Space:

Moving to space even if you do not receive the ball will help to create space for a teammate.

Movement Skills

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

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

Social communication, support, collaboration, respect

Emotional honesty, independence, perseverance, self regulation, resilience

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.
- **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, held ball, replay, offside or over a third 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. There are attacking and defending tactics and these will change depending on the situation, the opposition and the desired outcome.

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



Protect the Gate

What you need: 2 players min, three objects and a ball or pair of rolled up socks.


How to play:

- Place three objects in a triangle formation.
- One player (the defender), begins next to the triangle.
- The other player (the attacker) begins with the ball 4m away from the triangle.
- The attacker can move anywhere as long as they remain 4m away from the triangle. The attacker scores points by rolling the ball through the triangle.
- Six attempts then change roles.

What was your score /6?

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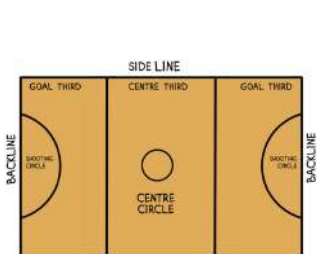
Head to our youtube channel to watch the skills videos for this unit.  @getset4education136

Knowledge Organiser

Netball Year 6

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.



Invasion Games Key Principles

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

GS and GA: Anywhere in their own shooting goal third and the centre third, but not the other goal third.

GS and GA are allowed to shoot from within the shooting semi circle.

C: Everywhere except in the semi circles.

C takes the centre pass to start the game and every other centre.

GD and GK: Anywhere in their opponents shooting goal third, the centre third, but not the other goal third.

GD and GK try to stop the GS and GA from scoring.

A netball court is split into thirds and different positions have different roles and are allowed in different areas of the court. In official netball, there are seven players in each team. In this unit, games will be played with five players per team.

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

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



Key Vocabulary

- abide:** act in accordance with the rules
- angle:** formed when two lines come together at a shared point e.g. arm to floor
- assess:** make a judgement of the situation
- ball carrier:** person in possession
- ball side:** the space between the ball carrier and the person you are marking
- close down:** to reduce the amount of space for an opponent
- contest:** an event in which people compete
- definite:** clear
- dominant:** preferred side
- draw:** encourage movement of an opponent
- drive:** a fast movement that helps to tell the ball carrier that you want the ball
- extend:** to make longer
- maintain:** to keep
- possession:** to have
- rebound:** when a player attempts to shoot a goal but the ball hits the ring and bounces back into play
- umpire:** a person who makes sure the rules are followed



Ladder Knowledge



Sending & receiving:

Making quick decisions about when, how and who to pass to will help you to maintain possession.

Space:

Transitioning quickly between attack and defence will help your team to maintain or 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, respect

Emotional

honesty and fair play, pride, empathise, persevere

Thinking

select and apply, decision making, comprehension

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.
- **Replaying:** a player cannot regain possession of the ball, having dropped or thrown it, before it has been touched by another player or the post.
- **Offside:** a player is offside if they enter an area of the court they are not allowed in.
- **Over a third:** the ball must be touched in each third of the court. If the ball is not touched in each area it is called 'over a third'.
- **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, held ball, replay, offside or over a third 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. There are attacking and defending tactics and these will change depending on the situation, the opposition and the desired outcome.

Healthy Participation



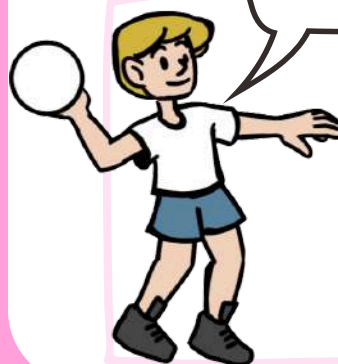
- Make sure any unused equipment is stored in a safe place.

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



Dodge the Defender

What you need: A chair and a ball or pair of socks, one or two players.

How to play:

- Imagine the chair is a defender that you need to move around. Keep facing forward as you move your feet around the chair. Work for 20 seconds in one direction and then 20 seconds in the other direction. Repeat x 3.
- Move around the chair for 30 seconds, change direction when your partner calls 'change'.
- Add in a ball. Either throw the ball around the chair by yourself and move your feet to collect it or have someone throw the ball to space around the chair for you to collect.
- Work for ten throws then rest and repeat x 4



www.getset4education.co.uk

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

Knowledge Organiser

OAA Year 5

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 orienteering activities.

To be able to successfully take part in orienteering activities, you will need to have good navigation skills. Being able to read a map and use a compass are important navigation skills which will help you to go on amazing adventures.

When you know how to navigate, you're less likely to get lost, it will give you freedom to visit new places and learn about the world.

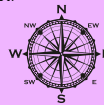
Compass:

A compass is a small device with a needle that always points to magnetic north and helps you to figure out the direction wherever you are!

Compasses work because the Earth has a magnetic field, like a big invisible magnet that pulls one end of the compass needle toward the north. This means the other end of the needle points south!

The four main directions are north, south, east, and west. There are also directions in between the main ones. For example, northeast is between north and east, and southwest is between south and west.

To use a compass, hold it flat in your hand or on a surface. Make sure the needle can move freely. Then, slowly turn yourself until the needle lines up with the "N" for north on the compass. Once you've found north, you'll know all the other directions as well!



On the map scale, you'll usually see numbers and markings. The numbers show the distances in different units, like kilometres, miles, or metres. The markings help you measure the distance accurately.

Let's say the map scale shows that one centimetre on the map represents 10 kilometres in real life. If you want to know how far a path is from one place to another, you can use a ruler to measure the distance on the map. Then, use the scale to figure out the real-world distance.



1cm = 1km

Key Vocabulary

cardinal points: the four main compass directions: north, south, east, and west

compromise: come to an agreement

concise: give information clearly

critical thinking: evaluate to improve

landmark: a location on a map

navigation: plan and / or follow a route

negotiate: to agree on shared terms

orientate: to turn a map so that it always faces the same way as the ground it represents

solve: to find an answer

strategy: a plan of action to complete a set task or challenge

verbal: communication with voice

visual: communication with eyes



Ladder Knowledge



Problem solving:

There may be more than one way to solve a challenge. Using trial and error may help to guide you to the best solution.

Navigational skills:

Using a key helps you to identify objects and locations on a map.

Communication:

Being descriptive but concise when giving instructions e.g. 'two steps to the left' will help you to communicate clearly.

Reflection:

Reflecting on when you are successful at solving challenges will help you to alter your methods to help you improve.

Movement Skills

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

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

Social negotiation, communication, leadership, work safely

Emotional empathy, confidence, resilience

Thinking problem solving, reflect, critical thinking, select and apply, comprehension

Rules

Abiding by rules will help everyone to play fairly and solve challenges.

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



Blindfold Obstacle Course



What you need: A blindfold which could be a tea towel or jumper. Two or more people.

How to play:

- Create an obstacle course using whatever you can find e.g. cushions, chairs, clothes horse etc.
- One person begins blindfolded and the other person guides them around the obstacle course.



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Knowledge Organiser

OAA Year 6

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 orienteering activities.

Orienteering is an activity where participants are given a map and compass. Their aim is to find clues called 'controls'.

Having good map reading skills will become even more important for your adventures, travels, and understanding the world around you.

Key features of map reading:

- **Symbols:** maps are like visual dictionaries of the world. They use symbols to represent different features, such as mountains, rivers, roads, and buildings. Learning these symbols is like learning a secret code that helps you interpret the map's information.
- **Key:** a map key is the decoder for map symbols. It's a guide that tells you what each symbol stands for.
- **Scale:** maps often contain scales that help you understand the relationship between distances on the map and real distances on the Earth's surface.
- **Cardinal points:** maps also show directions, like north, south, east, and west. Understanding these cardinal directions helps you orient yourself on the map and in the real world. A compass can be a great tool to find north and determine other directions.
- **Contour lines:** on some maps, you'll see wiggly lines called contour lines. These lines show the shape of the land and help you understand elevation, like hills and valleys. The closer the lines are, the steeper the slope.
- **Reading the grid:** many maps have a grid of lines that look like a checkerboard. These lines help you pinpoint exact locations using coordinates.
- **Map types:** there are different types of maps for different purposes. For example, topographic maps show the physical features of the land, while road maps focus on streets and highways. Knowing which map to use for your needs is an important skill.



Key Vocabulary

adhere: follow the given rules or guidelines
approach: a way of dealing with a situation
cardinal points: the four main compass directions: north, south, east, and west
communication: share information
contribute: to give ideas
critical thinking: evaluate to improve
determine: to create an outcome
evaluate: to summarise
inclusive: to make something accessible for everyone
leadership: guide others
location: a point on a map
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
trust: to believe in others

Ladder Knowledge



Problem solving:

Being able to solve problems is an important life skill. It helps you to have good relationships with others, be creative and plan logically.

Navigational skills:

Having good navigational skills is an important life skill because it helps to keep you safe and identify dangers and landmarks on a map and in the real world.

Communication:

Good communication skills are key to solving problems and working effectively as a team.

Reflection:

Reflecting on when and how you are successful at solving challenges can help to alter your methods 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, collaboration, inclusion, leadership, work safely

Emotional trust, confidence, honesty

Thinking evaluation, reflection, problem solving, comprehension, select and apply

Rules

Be sure to listen to and understand the rules. Then, think creatively to solve the challenge whilst abiding by the rules.

When orienteering:

- Do not leave anyone behind, move around the course as a team.
- If you hear three long whistles go back to the meeting point.
- Do not go outside of your set boundary.

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



Hamster wheel

What you need: Sellotape, newspaper, 1 or more players

How to play:

- Make a giant circle, big enough for all players to stand inside, by sellotaping the newspaper sheets together.
- All players stand inside the circle like hamsters in a wheel.
- Can you work together to move the newspaper like a wheel without it breaking?
- Option to play this lvl. Make two wheels and have a race.



Communication is key!

www.getset4education.co.uk



Get Set 4
Education

Knowledge Organiser

Parkour Year 5

About this Unit

In this unit, you'll be working on making your movements more controlled, smooth, and accurate. You'll keep building your confidence by trying new things and finding ways to improve your own skills.

You'll be learning some trickier vaults and practising how to move quickly and powerfully from one obstacle to the next. You'll also build up your upper body strength by using walls, platforms, and other surfaces to climb, turn, or lift yourself up.

Plus, you won't be doing it all alone! You'll be teaming up with others and taking on different roles, like helping design moves, performing them, giving helpful feedback, or being part of the support crew (just like in a race team!).



Key Vocabulary

Drive: push or move something forward with power or force

Horizontal: goes side to side, parallel to the ground, like when you're lying down or moving across a surface

Vertical: something that goes up and down

Elevate: to lift or raise something to a higher position

Observe: watch

Consecutive: in a row

Identify: recognise

Performance: the complete sequence of actions

Quality: the standard of the skill

Power: speed and strength combined

Collaboratively: work jointly with others



Ladder Knowledge



Locomotion:

Understand that strong foot placement and arm swings will aid my ability to climb up or move across obstacles.

Jumping and landing:

I know to land on the balls of my feet with bent knees and arms out to stay balanced and precise.

Vaulting:

Know that looking ahead to the next obstacle will help my performances flow.

Balance:

Understand that staying balanced and in control helps me link movements safely and without stopping.

Movement Skills

- run
- jump
- balance
- hang
- rebound
- tic tac
- consecutive vault
- landing



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

Social

work safely, collaborate, communicate, support others, encourage

Emotional

perseverance, confidence, resilience, determination, patience

Thinking

decision making, exploration, creativity, observe and evaluate, identify improvements, select and apply

Strategy

Know that I can help myself and others learn and stay safe by taking on different roles.

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



Precision Pro



What you need: Any selection of everyday soft, safe items e.g. cushion, tea towel or toilet paper square!

How to play:

- Lay out small mats, placemats, towels or toilet paper on the floor to mark landing zones.
- Space items out at increasing distances, assign them points.
- How many clean (precision) landings can you make in 1 minute?

Rules:

To score a point, you must land with both feet fully on the zone, stay balanced

Top tip: Swing arms forward and squat low into a balanced landing position.



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

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



Get Set 4
Education

Knowledge Organiser

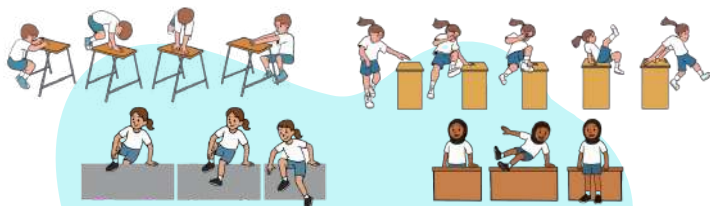
Parkour Year 6

About this Unit

In this unit, you'll be working on building momentum, finding your rhythm, and moving with style and flow! You'll help each other by giving kind, helpful feedback and using advice to make your performances even better.

You'll get to try out cool ways of combining obstacles to climb higher or move more smoothly. As you go, you'll start to think about how your movements look as well as how they feel, making them powerful and creative.

Teamwork is a big part of this unit. You'll be working together to plan, create, and improve your very own parkour performance. You'll think about what's working well, both in your own moves and in your friends' performances too.



Can you identify these vaults ?

Key Vocabulary



Absorb: soften the landing by bending your knees and using your muscles to slow down

Aesthetics: how a performance or skill looks

Dismount: carefully get off something you've been on

Execution: completing the action

Progression: a stage of a skill

Decision making: to make a choice

Competent: able to perform

Refine: to improve the quality

Appropriate: suitable approach

Structure: the way in which a sequence is ordered or organised

Ladder Knowledge



Locomotion:

Understand how momentum from a roll can help with rhythm and fluidity.

Jumping and landing:

Know that using my arms will give me more elevation to my jump.

Vaulting:

I know that using my momentum helps me keep speed and flow through each vault.

Balance:

Know where and when to apply force to maintain control and balance on less stable obstacles.

Movement Skills

- run
- jump
- balance
- roll
- tic tac
- consecutive vaults



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

Social work safely, collaborate, support others, respect, communicate

Emotional perseverance, confidence, resilience, determination

Thinking plan and reflect, creativity, observe and evaluate, decision making, problem solving, comprehension

Strategy

Know that checking my performance helps me improve my flow and movement.

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



Sock Attack



What you need: Rolled up socks, 1 friend or family helper!

How to play:

- Roll up 10 pairs of socks to turn them into sock launchers!
- Ask your friend to roll or underarm throw the socks towards you for you to dodge.
- How many out of 10 can you dodge?

Rules: The socks may only be rolled or thrown underarm, below waist height.

Top tip: Stay on the balls of your feet ready to react and rebound.



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

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



Get Set 4
Education

Knowledge Organiser

Rounders Year 5

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 bases on the field.

Striking and Fielding Games Key Principles

attacking	defending
score points	limit points
placement of an object	deny space
avoid getting out	get opponents out



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

Key Vocabulary



backing up: to move position to support

close catch: having both hands relatively close to the body to catch, little fingers together

compete: to play against others

decision: the choice made

deep catch: catch a ball from height, thumbs together in front of head

limit: to keep a score low

long barrier: a fielding action used to stop a ball coming at speed

no ball: a ball bowled outside of the rules of the game

retrieve: to collect and bring back

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

situation: circumstances that create the environment

stance: the body position taken

tactic: a plan or strategy

tournament: a competition of more than two teams

Ladder Knowledge



Striking:

Stance is important to allow you to be balanced as you hit.

Fielding:

Backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.

Throwing:

Look where the batter is before deciding where to throw.

Catching:

Use a close catch when the ball is coming straight at you and a deep catch when it is dropping from high.

Movement Skills

- throw
- catch
- bowl
- bat
- field

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

Social

communication, respect, collaboration

Emotional

honesty, confidence, perseverance, self regulation

Thinking

assess, make decisions, comprehension, reflection, select and apply skills, tactics

Rules

OUTS

A player will be called out if they are:

- Caught out: fielder 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

Tactics

There are batting and fielding tactics and these will change depending on the situation. E.g a batter could send the ball high and long if fielders are close, or between the bowler and backstop to cause confusion. Fielders could stop the batter by sending the ball to the bowler or go to stump them out.

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.

Home Learning



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



Beat the Bowler



What you need: 2 players, a tennis ball and 2 markers.
Optional: tennis racket

How to play:

- Create a 'batting square' with markers approx 2m apart. Players take turns to be the batter and the bowler.
- The bowler bowls to the batter, throwing five balls, trying not to give away half a rounder for two consecutive no balls.
- The batter can play with a tennis racket or by catching and throwing.
- The batter scores a rounder for each star jump made until the ball is collected by the bowler.

A bowl must:

- be underarm between shoulders and above the knees of the batter.
- not bounce.
- not be wide of the batting 'square'.



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Knowledge Organiser

Rounders Year 6

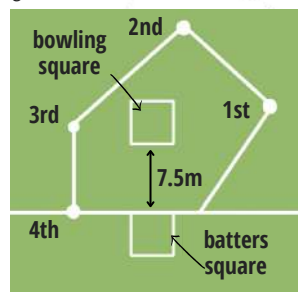
About this Unit

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.

Rounders has been played in England for centuries, with records of the game dating back to the 16th century.

Striking and Fielding Games Key Principles

attacking	defending
score points	limit points
placement of an object	deny space
avoid getting out	get opponents out



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



Key Vocabulary

abide: act in accordance with the rules
appropriate: suitable approach
assess: make a judgement of the situation
backing up: to move position to support
close catch: having both hands relatively close to the body to catch, little fingers together
collaborate: work jointly with others
consecutive: in a row
consistently: every time
deep catch: catch a ball from height, thumbs together in front of head
long barrier: a fielding action used to stop a ball coming at speed
momentum: the direction created by weight and power
short barrier: creating a barrier with hands in front of feet to stop a ball travelling at slow speed
situation: circumstances that create the environment
stance: the body position taken
tactic: a plan or strategy
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
umpire: a person who makes sure the rules are followed



Ladder Knowledge



Striking:

Momentum and power for striking a ball comes from legs as well as arms.

Fielding:

Assess the situation before selecting the fielding action.

Throwing and catching:

Make good decisions on who to throw to and when to throw in order to get batters out. Accuracy, speed and consistency of throwing and catching will help to limit a batter's score.

Movement Skills

- throw
- catch
- bowl
- bat
- field

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

Social

communication, collaboration, respect, co-operation

Emotional

honesty, self regulation, sportsmanship

Thinking

select and apply skills, reflection, assess, tactics

Rules

OUTS

A player will be called out if they are:

- Caught out: fielder 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

Tactics

Using tactics will help your team to score points, called 'rounders', deny space, limit the oppositions score. There are batting and fielding tactics and these will change depending on the situation, the opposition and the desired outcome.

HOW TO SCORE

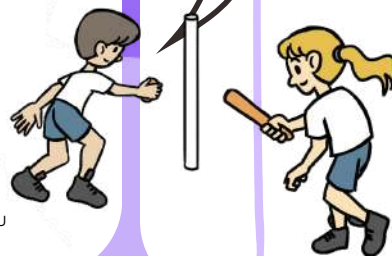
- One rounder = ball is hit and live batter runs to 4th
- A half rounder = ball is hit and live batter gets to 2nd
- A half rounder = ball is not hit and live batter gets to 4th
- A half rounder = two consecutive no-balls

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.

Home Learning



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



Spell it Out



What you need: post it notes, a pen, a ball or pair of socks.

How to play:

- Write a letter of the alphabet on each post it note and stick them to a wall.
- Begin 3m away and throw your ball to hit the letters to spell the following words...BOWL, CATCH, ROUNDERS, STANCE
- Then have a go at making your own word.
- Have someone else with you? Can they guess your word.
- Playing against someone else? Who can spell the words in the quickest time?

Top tip: Point your fingertips in the direction of your target after you have thrown.



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Knowledge Organiser

Rugby Year 5

About this Unit

Rugby is an invasion game where two teams try to score by entering the other team's space. Rugby is a challenging invasion game because you have to pass the ball backwards to your teammates. This rule makes it harder to move forward and score points quickly. Instead of just running straight towards the other team's goal, you need to work closely with your teammates, passing the ball back and forth while trying to find gaps in the other team's defence. This requires good teamwork, communication, and strategy, making the game both exciting and challenging.

Rugby Union, a popular version of rugby, features a major annual competition called the Six Nations Championship, which includes teams from England, France, Ireland, Italy, Scotland, and Wales. This competition began in 1883 as the Home Nations Championship with UK teams and later expanded to become the Six Nations.

The women's Six Nations Championship started in 1996 as the Home Nations with teams from England, Ireland, Scotland, and Wales, and now follows the same format as the men's competition.

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



ball carrier: person in possession

close down: to reduce the amount of space for an opponent

communicate: share information

create: to make space

invasion: a game with two teams who score by invading the other team's space.

offside: when a tag is made, all defending players must get into an onside position.

possession: when a player or team has the ball

situation: circumstances that create the environment

sportsmanship: play fairly, respect others and be gracious in victory and defeat

support: to help

Ladder Knowledge



Sending & receiving:

Having a clear path between you and the ball carrier helps you to send and receive with better control.

Space:

Moving to space even if you do not receive the ball will help to create space for a teammate.

Movement Skills

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

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

Social communication, support, collaboration, sporting behaviour
Emotional honesty, confidence, patience
Thinking make decisions, select and apply skills, comprehension, apply tactics, analysis

Rules

Tagging:

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

Forward pass:

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

Offside:

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



Tactics

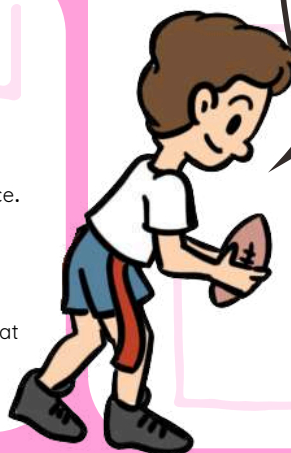
Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals. There are attacking and defending tactics and these will change depending on the situation, the opposition and the desired outcome.

Healthy Participation



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

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning



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



Rugby Skills

What you need: a ball (or rolled up socks), a wall, 2 markers (shoes).

Passing practice against a wall:

- Stand about 2 metres away from a wall.
- Hold the ball with both hands.
- Practice passing the ball against the wall, making sure to use both hands to push the ball.
- Focus on passing the ball accurately and catching it as it bounces back.

Backward passing with a partner:

- If you have a family member or friend to practice with, stand about 5 metres apart.
- Practice passing the ball backward to your partner, making sure the ball travels in a smooth arc.
- Your partner will catch the ball and then pass it back to you, also in a backward motion.

Solo practice for quick hands:

- Stand in an open space.
- Toss the ball slightly into the air and catch it with both hands.
- Repeat this quickly, trying to catch and release the ball as fast as you can.

Agility and movement:

- Set up two markers (like cones or shoes) about 2 metres apart.
- Practice running from one marker to the other, holding the ball.
- Focus on quick, sharp movements and keeping the ball secure.



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Knowledge Organiser

Rugby Year 6

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.

Competitions: The Six Nations

Rugby Union is a popular version of rugby and one of the biggest competitions is 'The Six Nations Championship' which is held every year between England, France, Ireland, Italy, Scotland and Wales.

This competition began in 1883 and used to be called the Home Nations Championship because it only had teams from the UK. The women's tournament started as the Home Nations in the 1996 with England, Ireland, Scotland and Wales. It now follows the same format as the mens competition as 'The Six Nations'.

Competitions: The World Cup

The Rugby World Cup is a tournament held every four years.

Can you find out who the reigning world champions are?

Can you find out the name of the trophy and who it is named after?

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

abide: act in accordance with the rules

ball carrier: person in possession

close down: to reduce the amount of space for an opponent

consecutive: in a row

create: to make space

decision: select an outcome

dictate: to give order

draw: encourage movement of an opponent

offside: when a tag is made, all defending players must get into an onside position.

onside: when the defender is in front of the ball carrier

sportsmanship: play fairly, respect others and be gracious in victory and defeat

support: to help

tactic: a plan to help you attack or defend

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

Ladder Knowledge



Sending & receiving:

Making quick decisions about when, how and who to pass to will help you to maintain possession.

Space:

Transitioning quickly between attack and defence will help your team to maintain or gain possession.

Movement Skills

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

Social

Emotional

Thinking

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

communication, support others, collaboration

honesty and fair play, confidence, determination, trust

decision making, comprehension, reflection, identify strengths and areas for development, plan

Rules

Tagging:

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

Forward pass:

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

Offside:

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



Tactics

Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals. There are attacking and defending tactics and these will change depending on the situation, the opposition and the desired outcome.

Healthy Participation



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

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning



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

All four, I score

What you need: four socks and a partner

How to play:

- Tuck two socks into your waistband, one on either side, so that they hang down.
- Stand facing your partner.
- Try to take your partner's socks. If you manage to get one, hold it in the air and shout 'tag'. At this point, the game stops so that you can tuck the additional sock into your waistband.
- Restart the game. To win, you need to get all four socks tucked into your waistband.



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



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Knowledge Organiser

Swimming Year 5 and Year 6

About this Unit

Swimming is a very important life skill. In this unit you will learn to:

- swim competently and confidently over a distance of at least 25 metres
- use a range of strokes effectively e.g. front crawl, backstroke and breaststroke
- perform safe self-rescue in different water-based situations.



Did you know...



Gertrude Ederle was the first woman to swim across the English Channel.

Gertrude didn't learn how to swim until she was 9, but by the age of 17 she won a gold and a bronze medal at the 1924 Paris Olympics. At the age of 19, she became the first woman to swim across the English Channel. She had been told that a woman would not be able to swim that far, but not only did she swim that far, she also beat the previous record by two hours.

Key Vocabulary

afloat: floating on water

buoyancy: how able an object is to float in water

buoyant: when an object floats in water

conserve: to protect something

continuously: without gaps

dolphin kick: used for the butterfly stroke, created by a whipping motion with the legs

endurance: ability to keep going

exhale: to breathe out

flexed: bent

flutter kick: a kick used in crawl and backstroke in which the legs are extended straight back and alternately moved up and down

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

inhale: breathe in

motion: process of moving

outstretched: extended

personal best: a target outcome of an individual

propel: to move forward

retrieve: to collect

rotate: turn

somersault: to rotate 360° around a horizontal point

streamline: the position you get your body in to flow through the water easily

stroke: the style of swimming, there are four competitive strokes: butterfly, backstroke, breaststroke, freestyle

synchronised: when performers complete the same action at the same time

technique: the action used correctly

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



Ladder Knowledge



Strokes:

Year 5: pulling harder through the water will enable you to travel the distance in fewer strokes and travel faster.

Year 6: making your body streamline helps you to glide through the water.

Breathing:

Year 5: breathing every three strokes helps to balance your stroke and allows me you to practise breathing on both sides.

Year 6: the more you practice your breathing in the water, the more your heart and lungs can work effectively and aid your muscles with the ability to utilise oxygen when swimming.

Water safety:

Year 5: a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers.

Year 6: there are different survival techniques to use for different situations.

Movement Skills

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

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

Social support others, work safely, inclusion, communication, collaboration

Emotional determination, work fairly, honesty, confidence, perseverance

Thinking comprehension, creativity, make decisions, tactics

Rules

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

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

2. Stay together, always swim with an adult

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

3. Float

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

4. Call 999

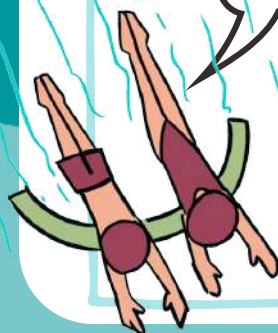
If you see someone in trouble, tell someone or go to the nearest telephone and dial 999.

Healthy Participation



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

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



How will this unit help your body?

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



Home Learning

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

Splash Tag



What you need: a swimming pool with a lifeguard, a supervising adult, 2 player or more

How to play:

- One player begins as the tagger.
- The tagger tries to tag the other players by splashing them.
- If a player gets splashed, they become the new tagger.

Top tip: swim underwater to avoid the splashes.

Playing with more than two players? Try swimming in other directions to avoid the tagger.



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Knowledge Organiser

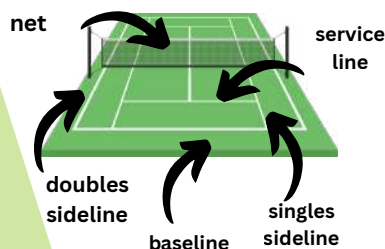
Tennis Year 5

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 area on a court is different if you play singles or doubles. In doubles, the court is wider.

Tennis has four major competitions a year called the 'Grand Slam'. They are Wimbledon (played on a grass court), the French Open (played on clay) and the US and Australian Opens (played on hard court).



Net and Wall Games Key Principles

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

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

Key Vocabulary

adjust: move feet to get in a better position

baseline: the back line of the court

consecutive: in a row

continuous: keep a rally going

dominant: preferred side

groundstroke: allow the ball to bounce once

non-dominant: weaker side

option: possible choices

pressure: to add challenge

readjust: move feet again to get in a better position

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

serve: used to start a game

situation: things that create what happens

tactic: a plan that helps you to attack or defend

technique: the action used correctly

volley: to play the ball before it bounces

Ladder Knowledge



Shots:

Use a volley if you are close to the net, otherwise use a groundstroke.

Serving:

Use an underarm serve to start a game or rally. Use the rules for serving when playing against an opponent.

Rallying:

Choosing the right shot will help to keep the rally going. Control is more important than power to keep a co-operative rally going.

Footwork:

Use small, quick steps to adjust your stance to play a shot.

Movement Skills

- forehand groundstroke
- backhand groundstroke
- rallying
- underarm serve
- forehand volley
- backhand volley

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

Social

encourage and support others, co-operation, collaboration, communication

Emotional

perseverance, honesty

Thinking

observe and provide feedback, reflection, comprehension, select and apply, decision making, use of 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
- Opponent does a double fault (meaning if they serve the ball and it hits the net, doesn't land on their opponent's side, they can have another go. If they miss again it is a double fault)

Tactics

- Tactics are important because they help you to outwit an opponent.
- They are plans that you can use to help you to score points, attacking tactics, or stop an opponent from scoring, defending tactics.
- You might use different tactics depending on who you are playing against or the situation.

Serving rules:

- Ball must bounce over the net and before the service line. If playing on a court with line markings, the ball must also travel diagonally on court into the opposite service box.
- If the ball bounces out or does not go over the net, you have a second serve.
- If the ball hits the net and bounces in, it is called a 'let' and they have their first serve again.
- If a pupil fails to hit their serve 'in' after second serve, the point is awarded to their opponent.
- In a game, you serve for one whole game then switch.

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

Rally

What you need: a ball or rolled up pair of socks, a hardback book or racket and one or more players.

How to play:

- Count how many times you can hit the ball up to yourself using your book or racket. Try to keep the ball in the centre of the book/racket for good control.
- Can you do this standing on one foot?
- If you have another player, how many times can you send the ball to each other before it hits the floor?
- Make this easier by using socks or by allowing the ball to bounce once in between hits.
- Make this easier by one person using a book/racket and the other their hands.

What was your highest score?



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Knowledge Organiser

Tennis Year 6

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.

Scoring in tennis is very strange!

- The first point won is '15,' the second point won is '30,' the third point won is '40,' and then 'game.' E.g. if the server has won three points and the non-server has won one point, the score is 40-15.
- If both players have won the same amount of points, the score is called '15-all,' '30-all,' however, if the score is 40-all it is referred to as 'deuce.'
- To win the game when the score is at deuce, one player must get two points in a row to win.
- The player who wins the point after deuce then has 'advantage.' If they win the next point, they win the game. However, if they lose the next point, the score goes back to deuce.
- If a player has no points it is called 'love'.

It is thought that the scoring system began in the 12th century in France when playing an early version of tennis called Jeu de Paume (palm game).

In this game, a clock face was used as a scoreboard. Each point scored moved a quarter of the way around the clock: 15, 30 and then 45. 45 then became 40 so that deuce could be set at 50. When the minute hand was at the top of the clock, a game was won.

Net and Wall Games Key Principles

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

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



Key Vocabulary

- abide:** act in accordance with the rules
- appropriate:** suitable approach
- doubles:** two people playing together
- limit:** to reduce
- official:** using the correct scoring system
- placement:** intentionally hitting the ball to a specific place on court
- prepare:** to get ready
- pressure:** to add challenge
- recover:** move back to a ready position after playing the ball
- serve:** used to start a game
- service:** the act of serving or the name of the line the ball must bounce before
- stance:** the body position used
- volley:** to play the ball before it bounces



Ladder Knowledge



Shots:

Use a variety of shots to move your opponent around court.

Serving:

Begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point.

Rallying:

Use different shots and consider placement depending on if the rally is co-operative or competitive.

Footwork:

Using the appropriate footwork will help you to react to a ball quickly and give you time to prepare to play a shot.

Movement Skills

- forehand groundstroke
- backhand groundstroke
- rallying
- underarm serve
- forehand volley
- backhand volley

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

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

Emotional perseverance, honesty

Thinking comprehension, observe and provide feedback, select and apply, use tactics, reflection, identifying areas of strength and areas for development

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
- Opponent does a double fault (meaning if they serve the ball and it hits the net, doesn't land on their opponent's side, they can have another go. If they miss again it is a double fault)

Tactics

- Tactics are important because they help you to outwit an opponent.
- There are different tactics to use if you are defending or attacking.
- You might use different tactics depending on who you are playing against or the situation.

Serving rules:

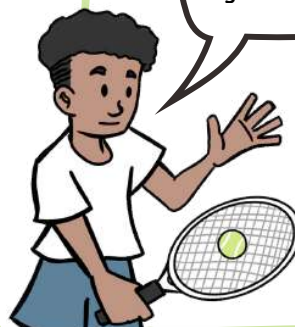
- Ball must bounce over the net and before the service line. If playing on a court with line markings, the ball must also travel diagonally on court into the opposite service box.
- If the ball bounces out or does not go over the net, you have a second serve.
- If the ball hits the net and bounces in, it is called a 'let' and they have their first serve again.
- If a pupil fails to hit their serve 'in' after second serve, the point is awarded to their opponent.
- In a game, you serve for one whole game then switch.

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



Champ


What you need: a ball, some markers or chalk and at least one other person (up to 4)

How to play:

- Mark out a square each using markers or chalk.
- One person begins in each section.
- One person begins with the ball and uses the palm of their hand to hit it into any other square.
- If a player hits the ball out of the area or misses the ball, the point is over.
- If playing against one other person keep score.
- If playing with more than two people, number each box one, two and three with box one being the 'champion' box. If a point is scored, you move up a box towards box one.



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

About this Unit

Volleyball is a net and wall game. The aim of the game is to hit the ball over the net landing into the court area on your opponent's side.

Volleyball was invented by William G. Morgan in 1895, and took inspiration from other sports such as badminton and tennis, but it did not become an Olympic sport until 1964.

A single player may jump as many as 300 times in a volleyball match. The record for most consecutive passes in volleyball is 110, achieved in the United States, on February 5, 2010.



Net and Wall Games Key Principles

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



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

Key Vocabulary

co-operatively: working with others on a set outcome or task

communicate: share information

cushion: take the power out of an object

dig: defensive shot used when the ball is low

opposition: the team or person you are playing against

serve: used to start a game

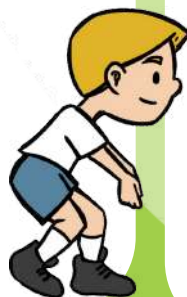
set: used to place the ball high

situation: the specific challenge or task presented in the game

sportsmanship: play fairly, respect others and be gracious in victory and defeat

tactics: a plan that helps you to attack or defend

volley: to play the ball before it bounces



Ladder Knowledge



Shots:

Year 5: use a dig if the ball is low and a set if the ball is high.

Serving:

Year 5: use a serve to start a game or rally.

Rallying:

Year 5: using the correct shot will help you to keep a rally going.

Footwork:

Year 5: know that using small, quick steps will allow me to adjust my stance to play a shot.

Movement Skills

- throw
- catch
- jump
- serve
- set
- dig
- rally

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

Social communication, respect, support and encourage others

Emotional perseverance, honesty, determination

Thinking using tactics, select and apply skills, identify strengths and areas for development, reflection

Rules

Winning a point:

- The ball is not returned over the net within three hits.
- The receiving team lets the ball hit the ground.
- The returned ball lands outside the court area.

Serving rules:

- One team starts with service and uses an underarm serve.
- Teams swap service every point.
- Players rotate who serves each time.

Tactics

Attacking:

- Look at where your opponents are and try to place the ball away from them.
- Use a set to give your teammates time to see where to place the ball on the next hit.

Defending:

- Recover quickly to a ready position after striking the ball.
- Spread out as a team to cover the most space possible.

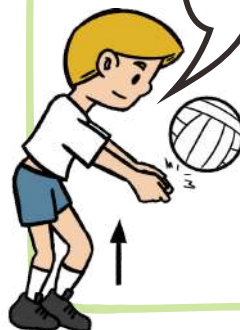


Healthy Participation



Make sure unused equipment is stored in a safe place

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



How will this unit help your body?

agility, balance, co-ordination, speed

Home Learning

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



Balloon volleyball

What you need: 1 balloon
People: 2 or more
Play: inside or outside

Ways to play:

1. Everyone must be seated. Together, try to see how many times you can volley the balloon to each other.

OR

2. Play 1v1 or 2v2. Create a net, you could use a skipping rope or chairs. Play against each other over the net.

- If the balloon hits the floor on your side, the other team win a point.
- If you hit the balloon and it doesn't go over the net, the other team get a point.
- Each side is allowed up to three touches on their own side of the net before the balloon must go over.

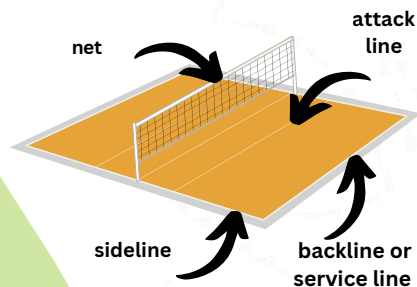
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Head to our youtube channel to watch the skills videos for this unit. [@getset4education136](https://www.youtube.com/@getset4education136)

About this Unit

Volleyball is a net and wall game played in teams of six. The aim of the game is to hit the ball over the net landing into the court area on your opponent's side.

Volleyball originated in America in 1895 and took inspiration from other sports such as badminton and tennis. Volleyball first appeared in the Olympics in 1964 and today is a popular sport which has various versions such as beach volleyball and sitting volleyball.



Net and Wall Games Key Principles

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

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

Key Vocabulary

abide: act in accordance with the rules
appropriate: suitable approach
communicate: share information
create: to make space
cushion: take the power out of an object
dig: defensive shot used when the ball is low
direct: aim
extend: to make longer
non dominant: weaker hand
placement: intentionally playing the ball to a specific place on court
recover: move back to a ready position after playing the ball
serve: used to start a game
set: used to place the ball high
sportsmanship: play fairly, respect others and be gracious in victory and defeat
tactics: a plan that helps you to attack or defend
technique: the action used correctly
thrust: upward motion



Ladder Knowledge



Shots:
Year 6: use the appropriate shot for the situation e.g. playing a dig first to keep the ball up, then a set then play the ball over the net.

Serving:
Year 6: begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point.

Rallying:
Year 6: use different shots and consider placement depending on if the rally is co-operative or competitive.

Footwork:
Year 6: know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot.

Movement Skills

- set
- dig
- throw
- catch
- jump
- serve
- rally

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

Social communication, respect, support and encourage others
Emotional perseverance, honesty, determination
Thinking using tactics, select and apply skills, identify strengths and areas for development, reflection

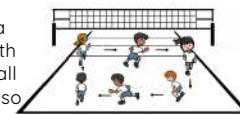
Rules

Winning a point:

- The ball is not returned over the net within three hits.
- The receiving team lets the ball hit the ground.
- A player makes contact with the net.
- The returned ball lands outside the court area.

Serving rules:

- One team starts with service and must serve from the back right of the court.
- That pupil continues to serve for their team until they lose a rally.
- If the non-serving team wins the rally, they win the point and the right to serve.
- When a team regains the right to serve, a different person must serve. If playing with rotation, when a team regains the serve all players rotate clockwise on court. This is so all players get to serve.



Tactics

Attacking:

- Look at where your opponents are and try to place the ball away from them.
- Use a set to give your teammates time to see where to place the ball on the next hit.

Defending:

- Recover quickly to a ready position after striking the ball.
- Spread out as a team to cover the most space possible.

Healthy Participation



Make sure unused equipment is stored in a safe place

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



How will this unit help your body?

agility, balance, co-ordination, speed

Home Learning

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

Volleyball, Serving Up Skills

What you need: 1 ball, a line
Play: outside

How to play:

Start behind a line. Serve underarm over the line. If successful take a step back.

How far back can you go and still accurately serve?

Make this harder by adding an obstacle that the ball must go over e.g. a washing line or chair.

How to serve:

Hold the ball forward, hitting arm back. Low throw up, swing and hit the middle of the ball with the middle of your hand. Finish with your hand pointing where you want the ball to go.



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Knowledge Organiser

Yoga Year 5

About this Unit

Yoga is an activity that is good for your body and your mind. It develops balance, strength and flexibility and it helps you to feel calm, less stressed, and aware of how you are feeling.

In this unit, you will use poses to create your own flow (a sequence of movements) and lead it to other pupils. Use the top tips below to help you to become a great leader.

A good leader will...

Keep instructions clear and short.

Be knowledgeable. Make sure you know the name of the pose and teaching points.

Adapt the pose to make it easier or harder for those you are leading.

Practise what to say and do so you are confident.

Key Vocabulary

concentrate: focus
connect: join together
contact: point touching the floor or someone else
exhale: to breathe out
extend: lengthen
fluidly: flow easily
inhale: breathe in
maintain: keep
quality: the standard of the skill
posture: how you sit or stand
stability: to be balanced
transition: moving from one action or position to another



Ladder Knowledge



Balance:

Use your breath to maintain balance within a pose and when transitioning from one pose to another.

Flexibility:

You can improve your flexibility when moving with your breath.

Strength:

Different poses will use different muscles to hold them.

Movement Skills

- balance
- flexibility
- strength
- co-ordination

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

Social
Emotional
Thinking

collaboration, communication, share ideas, respect
 independence, confidence, perseverance, acceptance
 comprehension, provide and use feedback, reflection, select and apply, creativity

Strategies

Using your breath helps you to:

- Manage feelings of discomfort when holding tricky poses.
- Provide stability and balance making it easier to hold the pose.
- Provides oxygen to your working muscles to help you to hold the pose.
- It helps you to concentrate and stay focussed clearing your mind.

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

Balance Breath Challenge

What you need: a flat space

Follow these balance challenge instructions, attempting not to lose your balance:
 • Stand on one leg and lift your knee up to in line with your hip.
 • Bring your knee out to the side of your body.
 • Bring your knee back to in front of your body.
 • Lean body forwards and extend your leg straight back behind you.
 • Bring your knee back to the front of your body.
 • Repeat on the other leg.



Stand in mountain pose with eyes closed. Follow these breathing instructions:
 • Spread your weight across all parts of your feet, feel your weight ground into the earth.
 • Imagine your breath coming into your body and travelling all the way down to one foot and into the earth as you inhale.
 • As you exhale, imagine your breath travelling back up through your body and out of your mouth.
 • Repeat with the other leg, then one hand, then the other hand.

Repeat the balance challenge thinking about your breathing as you complete it. Did you find it any easier?

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



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Knowledge Organiser

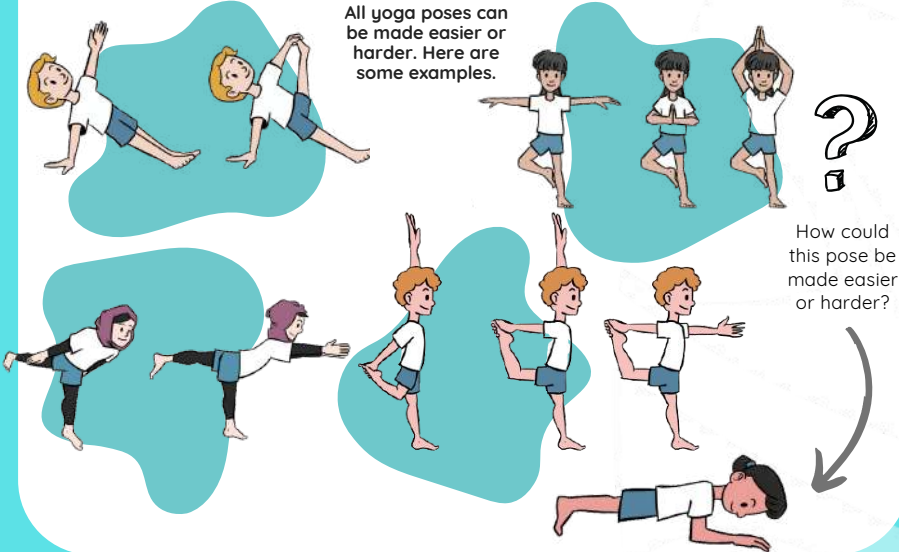
Yoga Year 6

About this Unit

Yoga is an activity that connects body and breath. It includes breathing techniques, poses and mindfulness. Mindfulness is when you focus your attention on the present moment. In yoga people often use breath to hold the poses, developing flexibility, balance and strength.

It is often assumed that yoga is only for flexible people. However, one of the many great things about yoga is that it can be changed to support any age and ability level.

All yoga poses can be made easier or harder. Here are some examples.



Key Vocabulary

collaborate: work jointly with others
concentrate: focus
engage: to activate
exhale: to breathe out
expand: to get bigger
fluidly: flow easily
inhale: breathe in
lengthen: to make longer
mindfulness: to bring attention to experiences occurring in the present moment
muscles: tissue that helps us to move our bodies
notice: to pay attention to
practice: to go over
quality: the standard of the skill
salutation: a sequence of actions that create a specific flow
transition: moving from one action or position to another



Ladder Knowledge



Balance:

Different poses will require you to apply force in different places and at different times to maintain control and balance.

Flexibility:

Identify which muscles require more practice to increase your flexibility.

Strength:

You can build up strength by practicing in your own time.

Movement Skills

- balance
- flexibility
- strength
- co-ordination

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

Social
Emotional
Thinking

respect, co-operate leadership, communication, share ideas, work safely
 focus, concentration, confidence, independence, determination
 identify, create, select and apply, observe and provide feedback

Strategies

There are different techniques you can use to control how you feel.

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 activities used in your everyday life can be helpful for your wellbeing.

Practicing mindfulness means being aware of the present moment. It involves breathing, imagery, and other practices to relax your body. It can help reduce stress, focus on the task at hand, and develop a positive outlook on life.

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

Bumble Bee Breath



What you need: a quiet space

Breathing techniques help our bodies to relax, slow our heart rate and feel calmer.

How to play:

- Keep your lips lightly sealed.
- Breathe in through your nose and then breathe out making a 'mmmm' sound until you need to breathe in again.
- The longer your 'bee hum', the more relaxed you are likely to be.

Try this breath before school or after lunchtime.

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



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