



# Knowledge Organiser Athletics Year 3

## About this Unit

Athletics is the name for a group of physical events that test running, jumping and throwing. In this unit you will use different styles of running, jumping and throwing to try to achieve your best possible time, distance or height. You will need to persevere to achieve your personal best.



### Official Athletic Events

**Running**  
Sprinting  
100m, 200m, 400m  
Hurdles  
Relay  
Middle Distance  
800m, 1500m  
Long Distance  
5,000, 10,000  
Steeplechase

**Jumping**  
Long jump  
Jump for distance  
Triple jump  
Jump for distance  
High jump  
Jump for height  
Pole vault  
Jump for height

**Throwing**  
Discus  
Fling throw  
Shot  
Push throw  
Hammer  
Fling throw  
Javelin  
Pull throw

Have you seen any of these events before?



## Key Vocabulary

- accuracy:** how close the object is to the given target
- baton:** equipment used in a relay event
- control:** being able to perform a skill with good technique
- event:** the name of different athletic activities
- further:** a greater distance
- personal best:** a target outcome of an individual
- power:** speed and strength combined
- relay:** a team of runners take turns to move the baton from start to finish
- speed:** how fast you are travelling
- strength:** the amount of force your body can use
- technique:** the action used correctly



## Ladder Knowledge



### Running:

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

### Jumping:

If you jump and land quickly it will help you to jump further.

### Throwing:

The speed of the movement helps to create power. So, moving from slow to fast will help you to throw further.

## Movement Skills

- sprint
- jump for distance
- push throw
- pull throw

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

**Social** collaboration, work safely

**Emotional** determination, perseverance

**Thinking** observe and provide feedback, comprehension, explore technique

## Rules

### JUMPING EVENTS

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

### THROWING EVENTS

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

## Healthy Participation



In throwing activities ensure you:

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

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



How will this unit help your body?

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

## Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

### It's all About the Pace

What you need: socks and a stopwatch or clock

#### How to play:

- Mark a track around your home using socks.
- How many times can you run around your track in 50 seconds?
- Can you double the distance if you work for 1 minute? How did that make you feel?
- Can you run your track without stopping for 6 minutes? Pace yourself to maintain a consistent speed.
- How many laps did you complete?

Notice what happens to the distance you complete when the time increases.



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

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# Knowledge Organiser Athletics Year 4

## About this Unit

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



## Official Athletic Events

### Running

**Sprinting**  
100m, 200m, 400m  
**Hurdles**  
**Relay**  
**Middle Distance**  
800m, 1500m  
**Long Distance**  
5,000, 10,000  
**Steeplechase**

### Jumping

**Long Jump**  
Jump for distance  
**Triple Jump**  
Jump for distance  
**High Jump**  
Jump for height  
**Pole Vault**  
Jump for height

### Throwing

**Discus**  
Fling throw  
**Shot**  
Push throw  
**Hammer**  
Fling throw  
**Javelin**  
Pull throw

Have you seen any of these events before?



## Key Vocabulary

**accuracy:** how close the object is to the given target  
**distance:** how far or how high  
**heave:** throwing with power from low to high  
**launch:** the point where an object is let go  
**measure:** to mark a distance  
**official:** referees who judge events  
**officiate:** to be in charge of the rules  
**pace:** how fast you are running  
**power:** speed and strength combined  
**record:** to make note of  
**speed:** how fast you are travelling  
**stamina:** the ability to move for sustained periods of time  
**stride:** the length of the step  
**technique:** the action used correctly  
**transfer of weight:** movement of body weight from one place to another



## Ladder Knowledge



### Running:

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

### Jumping:

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

### Throwing:

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

## Movement Skills

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

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

**Social** collaboration, leadership

**Emotional** perseverance, determination, honesty

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

## 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 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](http://www.getset4education.co.uk)

### It's all About the Pace



**What you need:** socks and a stopwatch or clock

#### How to play!

- Mark a track around your home using socks.
- How many times can you run around your track in 30 seconds?
- Can you double the distance if you work for 1 minute? How did that make you feel?
- Can you run your track without stopping for 6 minutes? Pace yourself to maintain a consistent speed.
- How many laps did you complete?

Notice what happens to the distance you complete when the time increases.



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# Knowledge Organiser Basketball Year 3 and Year 4

## About this Unit

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

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



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

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



## Key Vocabulary

**accelerate:** speed up  
**accurate:** successful in reaching the intended target  
**accurately:** hit with aim  
**attack:** the offensive action of trying to score goals or points  
**communicate:** share information  
**decision:** select an outcome  
**deny:** to prevent an action happening  
**gain:** get possession of the ball  
**intercept:** to gain possession of the ball  
**invasion:** a game of two teams who invade each other's space to score goals  
**possession:** to have  
**pressure:** to add challenge  
**protect:** to look after  
**receiver:** the person collecting or stopping the ball  
**referee:** the person who makes sure the rules are followed  
**teamwork:** working with others to succeed  
**tournament:** a competition of more than two teams  
**track:** to move your body to get in line with a ball that is coming towards you



## Ladder Knowledge



### Sending & receiving:

**Year 3:** point your hands to your target when throwing to send the ball accurately.

**Year 4:** cushioning a ball will help you to control it when catching it.

### Dribbling:

**Year 3:** dribbling is an attacking skill which helps you to move towards a goal or away from defenders.

**Year 4:** protecting a ball when you dribble will help you to maintain possession.

### Space:

**Year 3:** spreading out as a team will help to move the defenders away from each other.

**Year 4:** moving into space will help your team keep possession and score goals.

### Attacking and defending:

**Year 3:** as an attacker you need to maintain possession and score goals. As a defender you need to stop the opposition and gain possession.

### Attacking and defending:

**Year 4:** as an attacker shoot when close to goal or if there is a clear path. Pass when a teammate is free and in good space. As a defender mark a player to stop them from being an option. Try to intercept the ball as it is passed.

## Movement Skills

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

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

**Social** working safely, collaboration, support and encourage others

**Emotional** honesty, determination, perseverance

**Thinking** exploration, identify areas of strength and areas for development, decision making, use tactics, reflection

## Rules

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

## Tactics

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

## Healthy Participation



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

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

## Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

## Body Parts

What you need: A ball

### How to play:

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

### Top tip:

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

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# Knowledge Organiser

## Cricket Year 3 and Year 4

### About this Unit

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

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

### Striking and Fielding Games Key Principles

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

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



### Key Vocabulary

**accuracy:** how close the object is to the given target  
**bowled out:** when a bowler hits the wickets  
**caught out:** when a player catches an opponent's ball deeming them out  
**cushion:** take the power out of an object  
**decision:** select an outcome  
**grip:** the way an object is held  
**momentum:** the direction created by weight and power  
**no ball:** a bowled ball deemed to be outside of the rules  
**opposition:** the other team  
**pressure:** to add challenge

**retrieve:** to collect  
**run out:** when a fielder hits a wicket before the batter is there  
**short barrier:** creating a barrier with hands in front of feet to stop a ball travelling at slow speed  
**tactics:** a plan or strategy  
**technique:** the action used correctly  
**tournament:** a competition of more than two teams  
**two-handed pickup:** fielding technique where a fielder can scoop the ball with two hands  
**wicket:** the three upright sticks and base



### Ladder Knowledge



**Striking:**  
**Year 3:** striking to space away from fielders will help you to score.  
**Year 4:** using the centre of the bat will provide the most control and accuracy.

**Fielding:**  
**Year 3:** look at where a batter is before deciding what to do. Communicate with teammates before throwing them a ball.  
**Year 4:** it is easier to field a ball that is coming towards you rather than away so set up accordingly.

**Throwing:**  
**Year 3:** overarm throwing is used for long distances and underarm throwing for shorter distances.  
**Year 4:** being balanced before throwing will help to improve the accuracy of the throw.

**Catching:**  
**Year 3:** move your feet to the ball.  
**Year 4:** track the ball as it is thrown to help you to catch more consistently.

### Movement Skills

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

This unit will also help you to develop other important skills.  
**Social:** collaboration, communication, respect  
**Emotional:** honesty, perseverance, determination  
**Thinking:** observe and provide feedback, apply strategies

### Rules

#### BOWLING

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

#### RUNS

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

#### Fielders

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

### Tactics

### 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](http://www.getset4education.co.uk)

#### Hit for Wicket

**What you need:** a wall or chair, a ball

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

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



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

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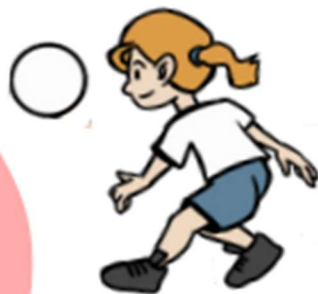
# Knowledge Organiser Dodgeball Year 3

## About this Unit

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

### Key Principles of Target Games (dodgeball, golf)

attacking	defending
placement of an object	avoid getting out



## Key Vocabulary

- agility:** the ability to change direction quickly
- caught out:** when a player catches an opponent's ball deeming them out
- communicate:** share information
- hit out:** when a player in dodgeball is hit below the shoulders by a live ball
- opposition:** the other team
- power:** speed and strength combined
- tactic:** a plan or strategy
- teammate:** a player on the same team as you
- technique:** the action used correctly
- tournament:** a competition of more than two teams



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.

## Ladder Knowledge



### Throwing:

Throw slightly ahead of a moving target.

### Catching:

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

## Movement Skills

- throw
- catch
- dodge
- jump

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

**Social** respect, co-operation, communication

**Emotional** honesty, self regulation, confidence

**Thinking** comprehension, select and apply, tactics

## Rules

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

## Tactics

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

## Healthy Participation

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



## Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

## Fireball

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

### Practise:

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

### How to play:

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



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# Knowledge Organiser

## Fitness Year 3 and Year 4

### About this Unit

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

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



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



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

### Key Vocabulary

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



### Ladder Knowledge



Agility:	Balance:	Co-ordination:	Speed:	Strength:	Stamina:
<b>Year 3:</b> agility helps us with everyday tasks.	<b>Year 3:</b> balance helps us with everyday tasks.	<b>Year 3:</b> co-ordination helps us with everyday tasks.	<b>Year 3:</b> leaning slightly forwards helps to increase speed. Leaning your body in the opposite direction to travel helps to slow down.	<b>Year 3:</b> when completing strength activities, they need to be performed slowly and with control to help you to stay safe.	<b>Year 3:</b> stamina helps us in other life activities.
<b>Year 4:</b> keep your elbows bent when changing direction to help you to stay balanced.	<b>Year 4:</b> you need to squeeze different muscles to help you to stay balanced in different activities.	<b>Year 4:</b> if you begin in a ready position, you can react quicker.	<b>Year 4:</b> a high knee drive, pumping your arms and running on the balls of your feet will give you more power.	<b>Year 4:</b> strength comes from different muscles and it can be improved in different ways.	<b>Year 4:</b> you need to pace yourself when running further or for a long period of time.

### Movement Skills

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

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

**Social** support others, work safely, communication

**Emotional** perseverance, determination, honesty

**Thinking** identify areas of strength and areas for development

### Strategy

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

### Healthy Participation



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

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



How will this unit help your body?

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

### Home Learning

#### Stickman

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

#### How to play:

- One person (the word master) chooses a word and draws lines on the paper, one for each letter.
- The player guesses a letter that could be in the word. If they are correct the word master writes the letter on the correct line.
- If the named letter is not in the word the word master draws part of a stickman and the player must complete 10 of one of the below exercises: star jumps / hops / sit ups / jumping jacks / press ups
- Can the player guess the word before the word master draws a complete stickman?
- NB, stickman to include head, body, two arms and two legs

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Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)



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



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# Knowledge Organiser Football Year 3 and Year 4

## About this Unit

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

### Bally ballerson!

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



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

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

## Key Vocabulary

- accelerate:** speed up
- communicate:** share information
- control:** being able to perform a skill with good technique
- cushion:** take the power out of an object
- decision:** select an outcome
- delay:** to slow an object or player
- deny:** to prevent an action happening
- invasion:** a game of two teams who invade each other's space to score goals
- opposition:** the other team
- option:** possible choices
- pitch:** the space used for the game
- possession:** to have
- referee:** the person who makes sure the rules are followed
- tournament:** a competition of more than two teams
- track:** to move your body to get in line with a ball that is coming towards you

## Ladder Knowledge



### Sending & receiving:

**Year 3:** point your kicking foot to your target when sending the ball to help to send it accurately.

**Year 4:** cushioning the ball will help you to control it when receiving it.

### Dribbling:

**Year 3:** dribbling is an attacking skill which helps you to move towards a goal or away from defenders.

**Year 4:** using changes of direction and speed when you dribble will help you to maintain possession.

### Space:

**Year 3:** spreading out as a team will help to move the defenders away from each other.

**Year 4:** moving into space will help your team keep possession and score goals.

### Attacking and defending:

**Year 3:** as an attacker you need to maintain possession and score goals. As a defender you need to stop the opposition and gain possession.

### Attacking and defending:

**Year 4:** as an attacker shoot when close to goal or if there is a clear path. Pass when a teammate is free and in good space. As a defender mark a player to stop them from being an option. Try to intercept the ball as it is passed.

## Movement Skills

- dribble
- pass
- receive
- track

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

### Social

co-operation, respect, communication

### Emotional

determination, honesty, persevere, independence

### Thinking

decision making, comprehension, select and apply, use tactics

## Rules

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

## Tactics

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

## Healthy Participation



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

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

## Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

### Shrink and Move

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

#### How to play:

- Place two markers 2m apart to create a goal and the third marker 3m away as the starting point.
- Attempt to kick the ball through the goal.
- If successful, **shrink** the goal making it smaller. Repeat, trying to kick the ball through the goal.
- If successful, **shrink** the goal again and repeat.
- When the goal is ball sized, the next challenge is to **move** the start cone back in.
- If successful, repeat **moving** the start cone back again.



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# Knowledge Organiser Gymnastics Year 4

## About this Unit

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

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



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

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



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



## Key Vocabulary



- body tension:** squeezing muscles to help to be stable when performing actions
- bridge:** an inverted action on hands and feet
- contrast:** different to one another
- extend:** to make longer
- flow:** smooth link
- fluidly:** flow easily
- inverted:** where hips go above head
- landing position:** a stable position used after jumping
- match:** the same
- momentum:** the direction created by weight and power
- perform:** to present to an audience
- rotation:** the circular movement of an object around a central point
- sequence:** a series of actions
- shoulder stand:** an inverted action on shoulders
- stability:** balanced
- wrist grip:** a safe grip used when performing partner or group balances



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

## Ladder Knowledge



### Shapes:

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

### Inverted movements:

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

### Balances:

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

### Rolls:

Keep the shape of your roll using body tension.

### Jumps:

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

## Movement Skills

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

This unit will also help you to develop other important skills. **Social** work safely, determination, collaboration, communication, respect

**Emotional** confidence, perseverance

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

## Strategy

Use different directions to help make your sequence look interesting.

## Healthy Participation



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

## Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

### Transporter

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

#### How to play:

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

How quickly can you move the socks?



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

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# Knowledge Organiser Hockey Year 3 and Year 4

## About this Unit

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

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

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

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



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



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

## Key Vocabulary



**accelerate:** speed up

**control:** being able to perform a skill with good technique

**cushion:** take the power out of an object

**decision:** select an outcome

**delay:** to slow an object or player

**gain:** get possession of the ball

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

**opposition:** the other team

**option:** possible choices

**possession:** to have

**receive:** to collect or stop a ball that is sent to you

**referee:** the person who makes sure the rules are followed

**tackle:** to stop an opposing player with the ball

**tournament:** a competition of more than two teams

## Ladder Knowledge



### Sending & receiving:

**Year 3:** point your stick to your target when sending the ball to help to send it accurately.

**Year 4:** cushioning the ball will help you to control it when receiving it.

### Dribbling:

**Year 3:** dribbling is an attacking skill which helps you to move towards a goal or away from defenders.

**Year 4:** using changes of direction and speed when you dribble will help you to maintain possession.

### Space:

**Year 3:** spreading out as a team will help to move the defenders away from each other.

**Year 4:** moving into space will help your team keep possession and score goals.

### Attacking and defending:

**Year 3:** as an attacker you need to maintain possession and score goals. As a defender you need to stop the opposition and gain possession.

### Attacking and defending:

**Year 4:** as an attacker shoot when close to goal or if there is a clear path. Pass when a teammate is free and in good space. As a defender mark a player to stop them from being an option. Try to intercept the ball as it is passed.

## Movement Skills

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

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

**Social** communication, collaboration, work safely, respect

**Emotional** honesty, perseverance, determination

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

## Rules

### Feet:

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

### Sticks:

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

### Free pass:

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

## Tactics

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

## Healthy Participation



- Make sure any unused equipment is stored in a safe place.
- Don't lift your stick higher than your waist.
- Ensure you are working in a safe space away from others.

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



## How will this unit help your body?

agility, balance, co-ordination, speed, stamina

## Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

## Hockey Obstacle

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

### How to play:

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

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



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# Knowledge Organiser Netball Year 3 and Year 4

## About this Unit

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

### The positions:

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

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

The court:



### Invasion Games Key Principles

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

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

## Key Vocabulary

**accelerate:** speed up

**accurate:** successful in reaching the intended target

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

**decision:** select an outcome

**delay:** to slow an object or player

**deny:** to prevent an action happening

**direction:** forwards, backwards, sideways

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

**intercept:** to gain possession of the ball

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

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

**option:** possible choices

**persevere:** to continue trying

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

**possession:** to have

**technique:** the action used correctly

**tournament:** a competition of more than two teams

**umpire:** a person who makes sure the rules are followed

## Ladder Knowledge



### Sending & receiving:

**Year 3:** point your hands to your target when throwing to help to send the ball accurately.

**Year 4:** cushioning a ball will help you to control it when catching it.

### Space:

**Year 3:** spreading out as a team will help to move the defenders away from each other.

**Year 4:** moving into space will help your team keep possession and score goals.

### Attacking and defending:

**Year 3:** as an attacker you need to maintain possession and score goals. As a defender you need to stop the opposition and gain possession.

### Attacking and defending:

**Year 4:** as an attacker shoot when close to goal or if there is a clear path. Pass when a teammate is free and in good space. As a defender mark a player to stop them from being an option. Try to intercept the ball as it is passed.

## Movement Skills

- throw
- catch
- change direction
- change speed
- shoot

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

**Social** communication, collaboration, support others

**Emotional** honesty and fair play, persevere, confidence

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

## Rules

- Footwork:** first foot to touch the ground when receiving a ball is the landing foot. The landing foot must remain on the ground, the other foot may be moved in any direction, pivoting on the landing foot.
- 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 and held ball rules are broken. The offending player is not out of play.

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

## Tactics

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

## Healthy Participation



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

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

## Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

## Skills School

**What you need:** A ball

### How to play!

Can you complete the following skills?

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

### Top tips:

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

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



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# Knowledge Organiser

## OAA Year 3

### About this Unit

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

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

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

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



### Key Vocabulary

**communication:** share information

**compass:** a device that shows the cardinal directions

**course:** includes a start point, control points, and a finish point when orienteering

**discuss:** talk about

**honest:** give facts

**interrupt:** to speak while others are speaking

**map:** used to show locations

**route:** the path taken

**support:** to help

**symbol:** a sign, shape or object representative of different features on a map e.g. a triangle for a mountain

**tactics:** a plan to solve a problem

**teamwork:** working with others to succeed

**trust:** to believe in others



### Ladder Knowledge



#### Problem solving:

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

#### Navigational skills:

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

#### Communication:

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

#### Reflection:

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

### Movement Skills

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

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

**Social** communication, co-operation, inclusion, collaborate

**Emotional** determination, trust, confidence, honesty

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

### Rules

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

### Healthy Participation



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



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

How will this unit help your body?

balance, co-ordination, speed, stamina

### Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)



### Cross the swamp

**What you need:** Some toys and two pillows

#### How to play:

- Place your toys 8m away from a start line. This could be in another room if playing indoors.
- Imagine that the space between the start line and the toys is a swamp.
- To rescue the toys use the two pillows to cross the swamp and retrieve one toy at a time.
- You cannot touch the swamp. How many toys can you rescue in 5 mins?

**Watch out for the crocs!**



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Get Set 4  
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# Knowledge Organiser

## OAA Year 4

### About this Unit

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

### Map Reading

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

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

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



### Key Vocabulary



**collaborate:** work jointly with others

**communicate:** share information

**effectively:** achieving a desired outcome

**instructions:** information to guide a task

**key:** information given to help identify objects on a map

**leader:** a person who guides others

**navigate:** to plan or follow a route

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

**reflect:** to think back on the experience

**role:** the job given to each person

**solve:** to find an answer

**symbol:** a sign, shape or object representative of different features on a map e.g. a triangle for a mountain

**teamwork:** working with others to succeed

### Ladder Knowledge



#### Problem solving:

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

#### Navigational skills:

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

#### Communication:

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

#### Reflection:

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

### Movement Skills

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

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

**Social** communication, co-operation, collaboration

**Emotional** determination, resilience, honesty, trust, confidence

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

### Rules

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

### Healthy Participation



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

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](http://www.getset4education.co.uk)

### At a stretch

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

#### How to play:

- Begin standing on one piece of paper.

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

#### Rules:

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

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

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



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Get Set 4 Education

# Knowledge Organiser Rounders Year 3 and Year 4

## About this Unit

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

### Striking and Fielding Games Key Principles

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



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



## Key Vocabulary

- accuracy:** how close the object is to the given target
- batter:** a player on the batting team
- compete:** take part in a contest
- cushion:** take the power out of an object
- decision:** select an outcome
- limit:** to reduce
- no ball:** a bowled ball deemed to be outside of the rules
- pressure:** to add challenge
- retrieve:** to collect
- short barrier:** creating a barrier with hands in front of feet to stop a ball travelling at slow speed
- strike:** to hit
- stumped out:** when a fielder touches the ball to get the batter out
- tactics:** a plan or strategy
- technique:** the action used correctly
- tournament:** a competition of more than two teams
- two-handed pickup:** fielding technique where a fielder can scoop the ball with two hands
- umpire:** a person who makes sure the rules are followed



## Ladder Knowledge



### Striking:

- Year 3:** striking to space away from fielders will help you to score.
- Year 4:** using the centre of the bat will provide the most control and accuracy.

### Fielding:

- Year 3:** look at where a batter is before deciding what to do. Communicate with teammates before throwing to them.
- Year 4:** it is easier to field a ball that is coming towards you than away, so set up accordingly.

### Throwing:

- Year 3:** overarm throwing is used for long distances and underarm throwing for shorter distances.
- Year 4:** being balanced before throwing will help to improve the accuracy of the throw.

### Catching:

- Year 3:** move your feet to the ball.
- Year 4:** track the ball as it is thrown to catch more consistently.

## Movement Skills

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

## Social Emotional Thinking

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

- collaboration, communication, co-operate, support and encourage others
- honesty, fair play, confidence, determination
- comprehension, select and apply skills, tactics, make decisions

## 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

## 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

## Rules

## Tactics

Tactics will help your team to achieve an outcome e.g. when fielding spread out to make so that you have a better chance of catching a batter out or stopping them from scoring.

## 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](http://www.getset4education.co.uk)

## Kick Rounders

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

### How to play:

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

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



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# Knowledge Organiser

## Tag Rugby Year 3 and Year 4

### About this Unit

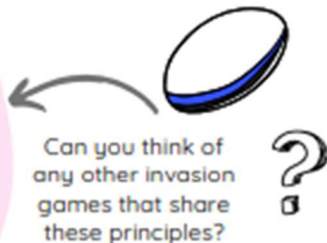
Tag rugby is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

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

#### Invasion Games Key Principles

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

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



### Key Vocabulary

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

**onside:** when the defender is in front of the ball carrier  
**option:** possible choices  
**pitch:** the space used for a tag rugby game  
**possession:** to have  
**supporting:** being an option for the person with the ball  
**tournament:** a competition of more than two teams  
**track:** to move your body to get in line with a ball that is coming towards you  
**try:** the name of a point scored by placing the ball over the try line

### Ladder Knowledge



#### Sending & receiving:

**Year 3:** point your hands to your target when throwing to help to send the ball accurately.

**Year 4:** cushioning a ball will help you to control it when catching it.

#### Space:

**Year 3:** spreading out as a team will help to move the defenders away from each other.

**Year 4:** moving into space will help your team keep possession and score goals.

#### Attacking and defending:

**Year 3:** as an attacker you need to maintain possession and score goals. As a defender you need to stop the opposition and gain possession.

#### Attacking and defending:

**Year 4:** as an attacker shoot when close to goal or if there is a clear path. Pass when a teammate is free and in good space. As a defender mark a player to stop them from being an option. Try to intercept the ball as it is passed.

### Movement Skills

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

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

**Social** support others, inclusion, communication, collaboration, respect

**Emotional** determination, honesty, independence, perseverance

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

### Rules

#### Tagging:

- Players wear two tags, one on each side.
- Players cannot 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 has 3 seconds to pass then must place the tag back on their belt before re-joining the game. If the defending team make three tags in one attacking play, they gain possession. A player cannot be tagged when taking a free pass.

#### Forward pass:

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

#### Offside:

- When a tag is made, all defending players must get into an offside position.
- Offside 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.

### 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 tag 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](http://www.getset4education.co.uk)

#### The Rescuer

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

#### How to play:

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



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



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# Knowledge Organiser

## Tennis Year 4

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### About this Unit

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

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

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

#### 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

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



### Ladder Knowledge



#### Shots:

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

#### Rallying:

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

#### Footwork:

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

### Movement Skills

- throw
- catch
- forehand
- backhand
- rallying

#### Social

This unit will also help you to develop other important skills.  
 co-operation, support and encourage others, collaboration, respect

#### Emotional

perseverance, honesty, determination

#### Thinking

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

### Rules

#### Win a point if:

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

### Tactics

#### Attacking:

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



#### Defending:

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

### Healthy Participation



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

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



How will this unit help your body?

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

### Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

#### Jeu de Paume (Palm Game)

What you need: a ball and a wall

#### How to play:

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

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

Playing against a wall, can you...

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



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



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# Knowledge Organiser 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.

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](http://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 'same 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.



[www.getset4education.co.uk](http://www.getset4education.co.uk)

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



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# 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](http://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 Bryan Jones, who recorded a jump of 3.75m
- 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 3.75m?

[www.getset4education.co.uk](http://www.getset4education.co.uk)

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



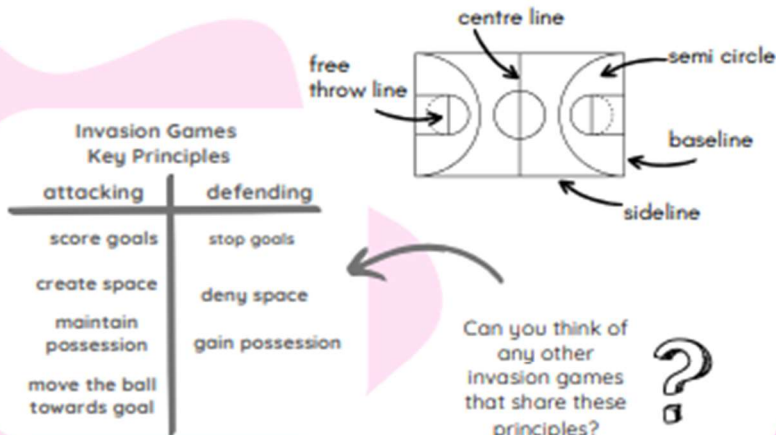
# Knowledge Organiser

## Basketball Year 5 and 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.



### 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:

**Year 5:** not having a defender between you and the ball carrier helps you to send and receive with better control.

**Year 6:** making quick decisions about when, how and who to pass to will help you to maintain possession.

#### Dribbling:

**Year 5:** dribbling in different directions and at different speeds will help you to lose a defender.

**Year 6:** choosing the appropriate skill for the situation under pressure will help you maintain possession.

#### Space:

**Year 5:** moving to space even if you do not receive the ball will help to create space for a teammate.

**Year 6:** transitioning quickly between attack and defence will help your team to maintain or gain possession.

### Movement Skills

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

**Social**  
**Emotional**  
**Thinking**

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

honesty and fair play, confidence, persevere

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](http://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 than 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. [@getset4education136](https://www.youtube.com/channel/UC...)



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# Knowledge Organiser Cricket Year 5 and 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

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:

**Year 5:** stance is important to allow you to be balanced as you hit.  
**Year 6:** momentum and power for striking a ball comes from legs as well as arms.

### Fielding:

**Year 5:** backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.  
**Year 6:** there are lots of different fielding techniques. Assess the situation to help you decide on the best one.

### Throwing and catching:

**Year 5:** look at where the batter is before deciding where to throw. Understand when to use a close catch technique or deep catch technique.

### Throwing and catching:

**Year 6:** 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

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

### Emotional

honesty, perseverance

### Thinking

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

## Rules

### 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?

## 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](http://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.

Take photos of the batters, make the cones by underarm bowling. Take photos of the batters.



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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](http://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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# Knowledge Organiser Fitness Year 5 and 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:	Balance:	Co-ordination:	Speed:	Strength:	Stamina:
<b>Year 5:</b> to change direction you need to push off your outside foot and turn your hips.	<b>Year 5:</b> dynamic balances are harder than static balances as the centre of gravity changes.	<b>Year 5:</b> people have varying levels of co-ordination that can improve with practice.	<b>Year 5:</b> taking big consistent strides will help to create a rhythm that allows you to run faster.	<b>Year 5:</b> muscles all have different names.	<b>Year 5:</b> keeping a steady breath will help you to move for longer periods of time.
<b>Year 6:</b> agility requires speed, strength, good balance and co-ordination.	<b>Year 6:</b> apply force to maintain control and balance.	<b>Year 6:</b> co-ordination also requires good balance.	<b>Year 6:</b> speed can be improved by training. Different distances require different speeds.	<b>Year 6:</b> you can build up strength by practicing in your own time.	<b>Year 6:</b> 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](http://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 and Year 6

## About this Unit

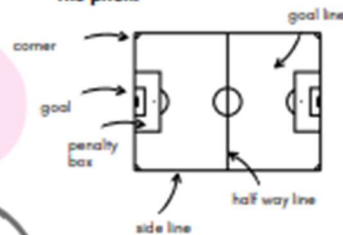
Football is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

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:

**Year 5:** not having a defender between you and the ball carrier helps you to send and receive with better control.

**Year 6:** making quick decisions about when, how and who to pass to will help you to maintain possession.

### Dribbling:

**Year 5:** dribbling in different directions and at different speeds will help you to lose a defender.

**Year 6:** choosing the appropriate skill for the situation under pressure will help you maintain possession.

### Space:

**Year 5:** moving to space even if you do not receive the ball will help to create space for a teammate.

**Year 6:** transitioning quickly between attack and defence will help your team to maintain or gain possession.

## Movement Skills

- 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. All players must be five big steps away from the person taking the free kick.
- If a ball goes out of play on a side line, a throw in is taken by the team who did not have last contact with the ball.
- A corner is taken if the ball goes out of play on a goal line and is kicked out by the defending team.
- A goal kick is taken if the ball goes out of play on a goal line and is kicked out by the attacking team.

## Tactics

Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals. 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](http://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 when use one knee to keep the ball up and then catch it
- 2 when use one knee, then the other knee to keep the ball up and then catch it
- 3 when use one knee, then the other knee, then chest or head to keep the ball up and then catch it
- 4 when use one foot, then the other foot, then one knee, then the other knee to keep the ball up and then catch it
- 5 when 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?

[www.getset4education.co.uk](http://www.getset4education.co.uk)

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

@getset4education136



# 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

## 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



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



## Movement Skills

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

## 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

## 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.

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

## Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://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.



[www.getset4education.co.uk](http://www.getset4education.co.uk)

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



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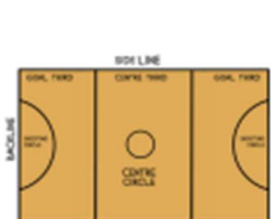


# Knowledge Organiser

## Netball Year 5 and 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.



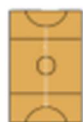
#### Invasion Games Key Principles

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



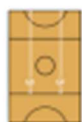
**GS and GA:** Anywhere in their own shooting goal third and the centre third, but not the other goal third.

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:

**Year 5:** not having a defender between you and the ball carrier helps you to send and receive with better control.

**Year 6:** making quick decisions about when, how and who to pass to will help you to maintain possession.

#### Space:

**Year 5:** moving to space even if you do not receive the ball will help to create space for a teammate.

**Year 6:** transitioning quickly between attack and defence will help your team to maintain or gain possession.

### Movement Skills

- throw
- catch
- 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 must remain on the ground, the other foot may be moved in any direction, pivoting 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](http://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 5.
- Move around the chair for 50 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](http://www.getset4education.co.uk)

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







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# 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!



1cm = 1km



### Scale:

A map scale is like a special ruler that helps you understand the real distances between places on the map. A map scale is a small line or bar on the map that represents a certain distance in the real world.

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.

### 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.

### Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://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.



[www.getset4education.co.uk](http://www.getset4education.co.uk)

### 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



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



# 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](http://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 1v1. Make two wheels and have a race.

Communication is key!



[www.getset4education.co.uk](http://www.getset4education.co.uk)



# Knowledge Organiser

## Rounders Year 5 and Year 6

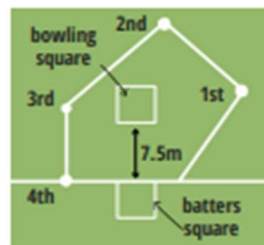
### About this Unit

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.

The game of rounders has been played in England since Tudor times.

#### 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:

**Year 5:** stance is important to allow you to be balanced as you hit.  
**Year 6:** momentum and power for striking a ball comes from legs as well as arms.

#### Fielding:

**Year 5:** backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.  
**Year 6:** assess the situation before selecting the fielding action.

#### Throwing and catching:

**Year 5:** look where the batter is before deciding where to throw. Use a close catch when the ball is coming straight at you and a deep catch when it is dropping from high.

#### Throwing and catching:

**Year 6:** 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: fielders catches a batted ball
- Run out: their teammate runs to the same post as them
- Stumped out: fielder stumps the post that the batter is running to
- They run inside the bases

#### 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

### 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.

### 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](http://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 5m 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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Head to our youtube channel to watch the skills videos for this unit.

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# Knowledge Organiser

## Tag Rugby Year 5 and Year 6

### About this Unit

Tag 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:

**Year 5:** having a clear path between you and the ball carrier helps you to send and receive with better control.

**Year 6:** making quick decisions about when, how and who to pass to will help you to maintain possession.

#### Space:

**Year 5:** moving to space even if you do not receive the ball will help to create space for a teammate.

**Year 6:** 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 has 3 seconds to pass then must place the tag back on their belt before re-joining the game. If the defending team make three tags in one attacking play, they gain possession. A player cannot be tagged when taking a free pass.

#### Forward pass:

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

#### Offside:

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



Blue team try line

### 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 tag 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](http://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

## 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)

#### 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.

### 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.

### 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.



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### 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](https://www.youtube.com/channel/UC...)