Knowledge Organiser
Athletics Year 3

Get Set 4 Education

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 to 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 closet to the take-off line that touches the ground.

THROWING EVENTS

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

Healthy Participation

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

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

How will this unit help your body?

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

Home Learning

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

It's all About the Pace

Get Set 4 Education

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.

www.getset4education.co.uk

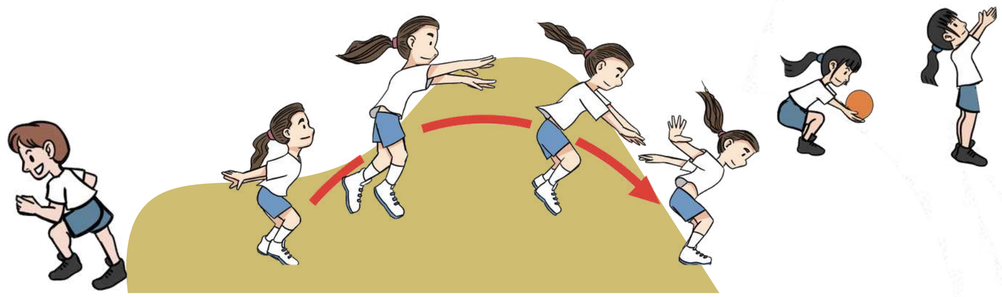
Head to our youtube channel to watch the skills videos for this unit. @getset4education136

Knowledge Organiser
Athletics Year 4

Get Set 4 Education

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 closet 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

It's all About the Pace

Get Set 4 Education

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.

www.getset4education.co.uk

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

Knowledge Organiser
Ball Skills Year 3 and Year 4

Get Set 4 Education

About this Unit

Ball skills build hand-eye co-ordination, spatial awareness and balance. You can control a ball using lots of different parts of your body. You may have seen a football player kick and dribble with their feet, or even use their head to header the ball, their hands to save a goal or throw the ball in from a sideline. The ball skills in this unit will help you in lots of activities and sports.

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

Examples of games that use ball skills:

Target Games	Invasion Games	Striking & Fielding Games	Net & Wall Games
Boules	Netball	Rounders	Tennis
Boccia	Football	Cricket	Volleyball
New Age Kurling	Tag Rugby	Baseball	Badminton
Dodgeball	Handball		
	Basketball		

Key Vocabulary

accurate: successful in reaching the intended target
block: to prevent a movement or pathway of an object
collect: to pick up
control: being able to perform a skill with good technique
decision: select an outcome
momentum: the direction created by weight and power
opponent: someone not on your team
personal best: a target outcome of an individual
possession: when a team has the ball they are in possession
power: speed and strength combined
pressure: to add challenge
react: to respond to quickly
receive: to collect or stop a ball that is sent to you
select: choose
technique: the action used correctly
track: to move your body to get in line with a ball that is coming towards you

Ladder Knowledge

Sending:

Year 3: pointing your hand/foot/stick to your target as you release will help you to send a ball accurately.
Year 4: you can use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender.

Catching:

Year 3: moving your feet to the ball will make you more successful at catching.
Year 4: adjust your hands to the height of the ball. Little fingers together for a close catch, thumbs together for a high catch.

Tracking:

Year 3: use a ready position to help you to react to the ball.
Year 4: tracking a ball is an important skill used in games activities such as rounders, football and tennis.

Dribbling:

Year 3: dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.
Year 4: dribbling with soft hands/touches will help you to keep control.

Movement Skills

- track
- throw
- catch
- dribble
- kick

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

Social communication, work safely, collaboration

Emotional perseverance, personal challenge, calmness, fairness

Thinking provide feedback, tactics, comprehension, reflection, make decisions

Strategy

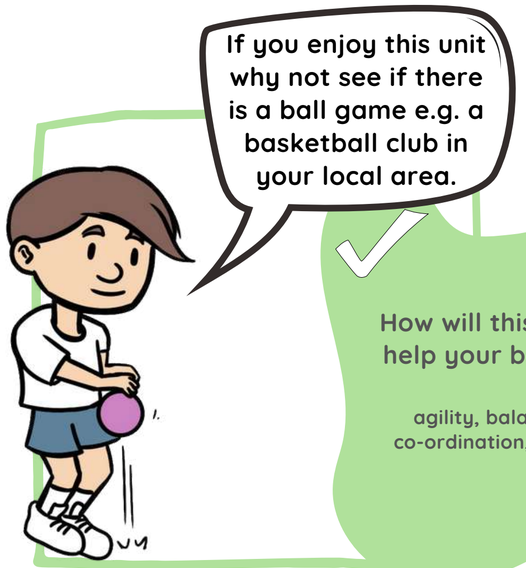
Whether you are using your hands or feet, lots of teaching points that help you to use a ball are the same. For example when dribbling a ball with your hands, feet or even bouncing it on a racket, using soft touches will help you to control it.

See if you can think of any other teaching points that are the same even when using different body parts.

Healthy Participation

Make sure unused balls are stored in a safe place to stop them rolling.

Make sure you work in a safe space and show an awareness of others as you send a ball.



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

Kerby

Get Set 4 Education

What you need: 1 ball, two kerbs that are approx. 4m apart, 1 or more players

How to play:

- Players stand opposite each other on the pavement.
- Players take turns to throw to hit the opposite kerb.
- If successful the player can take a jump towards the opposite kerb and throw again.
- If unsuccessful the other player gets a turn.
- When throwing, if the ball bounces back and hits your own kerb or if it bounces back and you catch it, you take two jumps towards the opposite kerb.
- First player to reach the opposite kerb wins.

Play with more people by playing in teams.

www.getset4education.co.uk

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

Knowledge Organiser
Basketball Year 3 and Year 4

Get Set 4 Education

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 help 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 the 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

Body Parts

Get Set 4 Education

What you need: A ball

How to play:

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

Top tips:

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

www.getset4education.co.uk

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

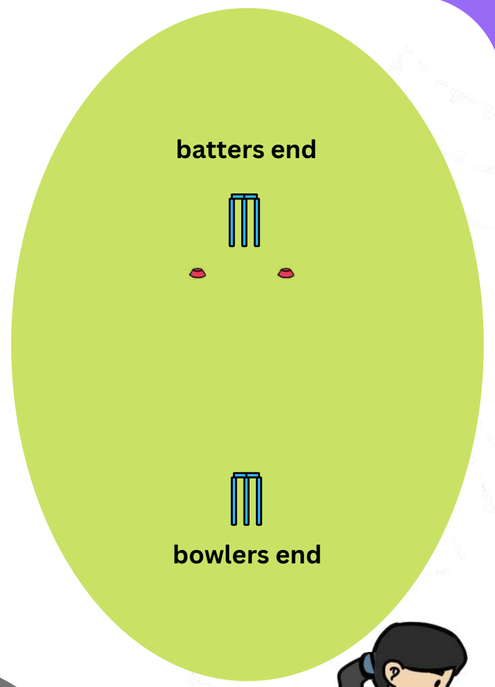
Knowledge Organiser
Cricket Year 3 and Year 4

Get Set 4 Education

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 field 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 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).

BATTING

- Batting teams are organised into pairs

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.

OUT

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

Tactics

Fielders

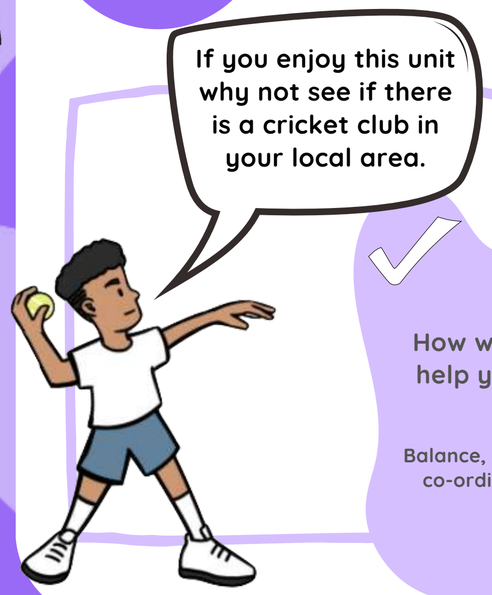
- Wicket keeper: ready to catch the ball to stump the batsman out if they leave their wicket.
- Bowler: try to bowl the batter out with an accurate bowl.
- Fielders: spread out, communicate to field the ball quickly. Throw the ball to hit the wicket if close enough. Run to a wicket if not collecting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

Batters

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

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.



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

Hit for Wicket

What you need: a wall or chair, a ball

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

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

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

www.getset4education.co.uk

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

Knowledge Organiser
Dance Year 3

Get Set 4 Education

Ladder Knowledge

Actions:
If you share ideas with other people in your group and work collaboratively, you can try ideas before deciding on the best actions for your dance.

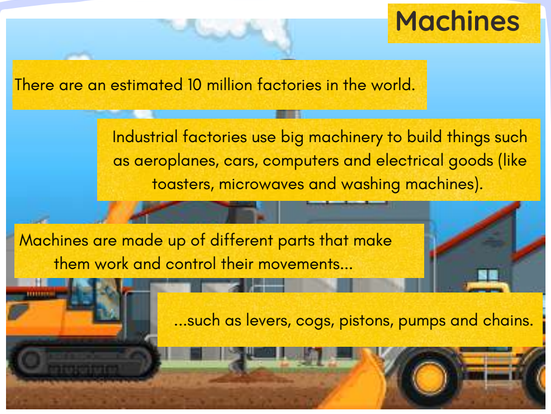
Dynamics:
All actions can be performed differently to help to show effect.

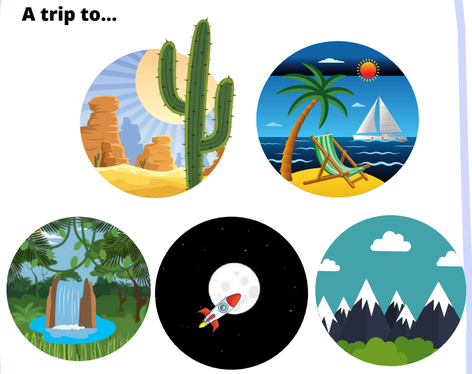
Space:
Use space to help your dance to flow.

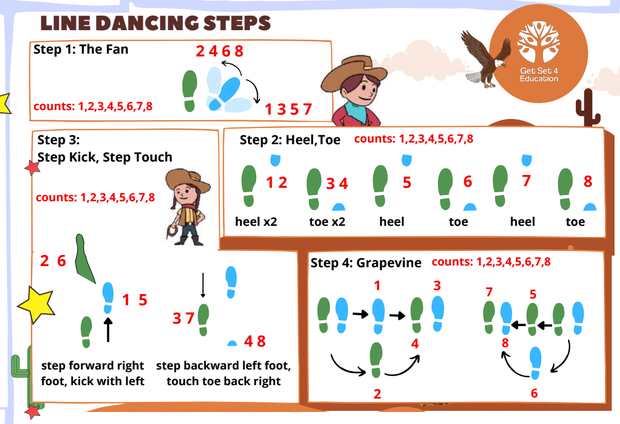
Relationships:
'Formation' means the same in dance as in other activities such as football, rugby and gymnastics.

About this Unit

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







Key Vocabulary

action: the movement a performer uses e.g. travel, jump, kick
canon: when performers complete the same action one after the other
create: to make
dynamics: how an action is performed e.g. quickly, slowly, gently
explore: to try out and discover ideas
expression: actions or gestures used to share thoughts or feelings
extend: to make longer
feedback: information given to make improvements
formation: where performers are in the space in relation to others
interact: to communicate with others
pathway: designs traced in space (on the floor or in the air)
perform: to present to an audience
pose: a position, usually still
timing: moving to the beat of the music
unison: two or more people performing the same movement at the same time

Movement Skills

- actions
- dynamics
- space
- relationships

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

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

Emotional confidence, acceptance, sensitivity, perseverance

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

Strategies

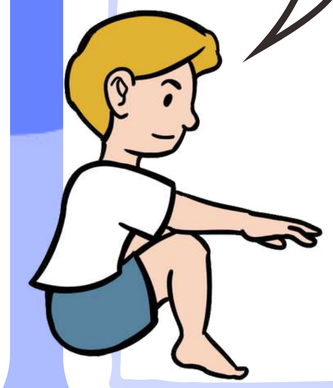
Use canon and unison to create different effects in your dance. Listen carefully to the music you are dancing to. Dancing with an awareness of the music will make your dance look more complete.

Healthy Participation

You should be bare foot for dance.

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

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



How will this unit help your body?

balance, co-ordination, flexibility.

Home Learning

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

Name Dance

Get Set 4 Education

How to play:
- Imagine that your body is a paint brush.
- Move as though your body it is writing your name in space.
- Once you have created a movement for each letter, join them all together so that it becomes one dance.
- Add music to your dance and try to move in time to it.

Show your dance to a family member or friend.

www.getset4education.co.uk

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

Knowledge Organiser
Dance Year 4

Get Set 4 Education

Ladder Knowledge

Actions:

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

Dynamics:

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

Space:

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

Relationships:

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

About this Unit

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

This dance is inspired by a spy!

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

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

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

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

Counts 7 and 8:
Run backwards quickly.

The Spy Set Phrase

CARNIVAL TIME

Samba music has its roots in Brazilian and African music.

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

States of Matter

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

The Twist

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

Movement Skills

- actions
- dynamics
- space
- relationships

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

Social co-operation, communication, inclusion, collaboration

Emotional confidence, empathy, determination

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

Strategies

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

Key Vocabulary

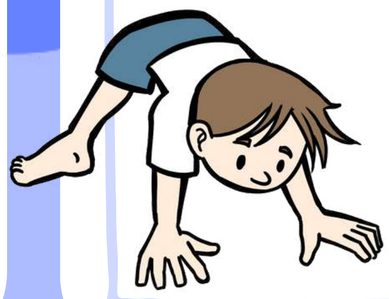
action: the movement a performer uses e.g. travel, jump, kick
action and reaction: one movement has an effect on another movement e.g. push/pull, up/down, forward/backward
canon: when performers complete the same action one after the other
dynamics: how an action is performed e.g. quickly, slowly, gently
expression: actions or gestures used to share thoughts or feelings
flow: actions that move from one to another easily
formation: where performers are in the space in relation to others
match: to perform the same action as someone else
mirror: reflecting the movements of another person as if they are a reflection
order: the sequence of actions
performance: the complete sequence of actions
phrase: a short sequence of linked movements
relationship: the ways in which dancers interact; the connections between dancers
represent: to stand for something
rhythm: a strong, regular repeated pattern of movement
space: the 'where' of movement such as levels, directions, pathways, shapes
structure: the way in which a dance is ordered or organised
timing: moving to the beat of the music
unison: two or more people performing the same movement at the same time

Healthy Participation

You should be bare foot for dance.

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

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



How will this unit help your body?

balance, co-ordination, flexibility.

Home Learning

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

Family Fun Dance

Get Set 4 Education

How to play:

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

You could even use your pets for ideas.

www.getset4education.co.uk

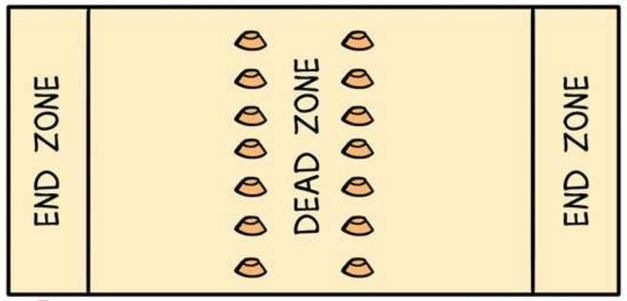
Head to our youtube channel to watch the skills videos for this unit. **@getset4education136**

Knowledge Organiser
Dodgeball Year 3 and Year 4

Get Set 4 Education

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.



Key Principles of Target Games (dodgeball, golf)

attacking	defending
placement of an object	avoid getting out

Dodgeball originated in Africa over 200 years ago!

Key Vocabulary

accuracy: how close the object is to the given target
agility: the ability to change direction quickly
avoid: keep away from or stop
caught out: when a player catches an opponent's ball deeming them out
communicate: share information
cushion: take the power out of an object
decide: to choose
decision: select an outcome
hit out: when a player in dodgeball is hit below the shoulders by a live ball
opposition: the other team
release: the point at which you let go of an object
tactic: a plan or strategy
tournament: a competition of more than two teams

Ladder Knowledge

Throwing:

Year 3: throw slightly ahead of a moving target.

Year 4: one handed throws are used for speed and accuracy. Keep your elbow high and step with your opposite foot to increase the power.

Catching:

Year 3: begin in a ready position to help you react to the ball.

Year 4: move your feet to the ball and pull it in to your chest to help you to catch more consistently.

Movement Skills

- throw
- catch
- dodge
- jump

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

Social respect, communication, collaboration

Emotional honesty, perseverance

Thinking comprehension, make decisions, select and apply skills

Rules

OUTS

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

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

Tactics

Year 3:
using simple tactics will help your team succeed e.g. spread out so that you are harder to aim for.

Year 4:
applying attacking tactics will help you to score points and get opponents out.
Applying defending tactics will help you to stay in the game.

Healthy Participation

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

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

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

Knowledge Organiser
Fitness Year 3 and Year 4

Get Set 4 Education

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

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

Stickman

Get Set 4 Education

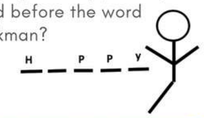
What you need: A pen and piece of paper, one player, one person to choose the words.

How to play:

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

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

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



www.getset4education.co.uk

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

Knowledge Organiser
Football Year 3 and Year 4

Get Set 4 Education

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.

About this Unit

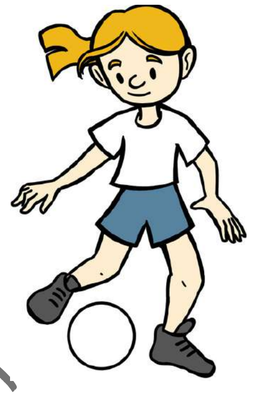
Football is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

Bally ballerson!

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

Invasion Games Key Principles

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



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

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..

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

Healthy Participation

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

How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

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

Shrink and Move

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

Get Set 4 Education

How to play:

- Place two markers 2m apart to create a goal and the third marker 3m away as the starting point.
- Attempt to kick the ball through the goal.
- If successful, **shrink** the goal making it smaller. Repeat, trying to kick the ball through the goal.
- If successful, **shrink** the goal again and repeat.
- When the goal is ball sized, the next challenge is to **move** the start cone back 1m.
- If successful, repeat **moving** the start cone back again.

www.getset4education.co.uk

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

Knowledge Organiser
Fundamentals Year 3 and Year 4

Get Set 4 Education

About this Unit

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

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

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

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

Key Vocabulary

accelerate: speed up
agility: the ability to change direction quickly
balance: the ability to maintain stability when stationary (static balance) or when moving (dynamic balance)
co-ordination: moving two or more body parts at the same time
control: being able to perform a skill with good technique
decelerate: slow down
distance: the measurement of space
momentum: the direction created by weight and power
react: to respond to quickly
rhythm: a strong, regular repeated pattern of movement
speed: how fast you are travelling
stability: balanced
technique: the action used correctly

Ladder Knowledge

Running:

Year 3: leaning slightly forwards helps to increase speed (acceleration). Leaning your body in the opposite direction to travel helps to slow down (deceleration). Agility helps us with everyday tasks.

Year 4: keeping your elbows bent when changing direction will help you to stay balanced.

Balancing:

Year 3: balance helps us with everyday tasks.

Year 4: squeeze different muscles to help you to stay balanced in different activities.

Jumping and hopping:

Year 3: if you jump and land in quickly, momentum will help you to jump further.

Year 4: swinging your non-hopping foot helps to create momentum.

Skipping:

Year 3: turn the rope from your wrists with wide hands to create a gap to step through.

Year 4: keeping your chest up helps you to stay balanced.

Movement Skills

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

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

Social respect, collaboration, support and encourage others

Emotional determination, perseverance, honesty

Thinking select and apply, observation, provide feedback, comprehension

Strategy

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

Healthy Participation

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

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

Change it

Get Set 4 Education

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

How to play:

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

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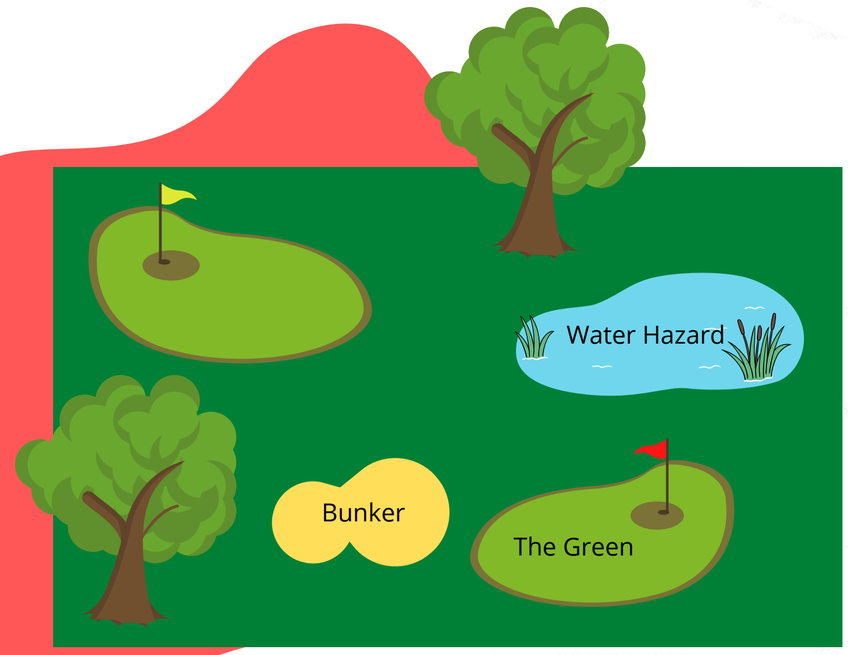
Head to our youtube channel to watch the skills videos for this unit. @getset4education136

Knowledge Organiser
Golf Year 3 and Year 4

Get Set 4 Education

About this Unit

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



Key Vocabulary

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

Ladder Knowledge

Striking

Year 3:
using a bigger swing will give you more power.

Year 4:
using a smooth action will help to increase accuracy.

Movement Skills

- balance
- co-ordination
- striking

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

Social work safely, support and encourage others, collaboration, respect, communication

Emotional perseverance, determination, honesty

Thinking comprehension, observation, provide feedback, select and apply skills

Rules

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

Healthy Participation

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

How will this unit help your body?

balance and co-ordination

Home Learning

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

Hit it to Win it

Get Set 4 Education

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

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

www.getset4education.co.uk

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

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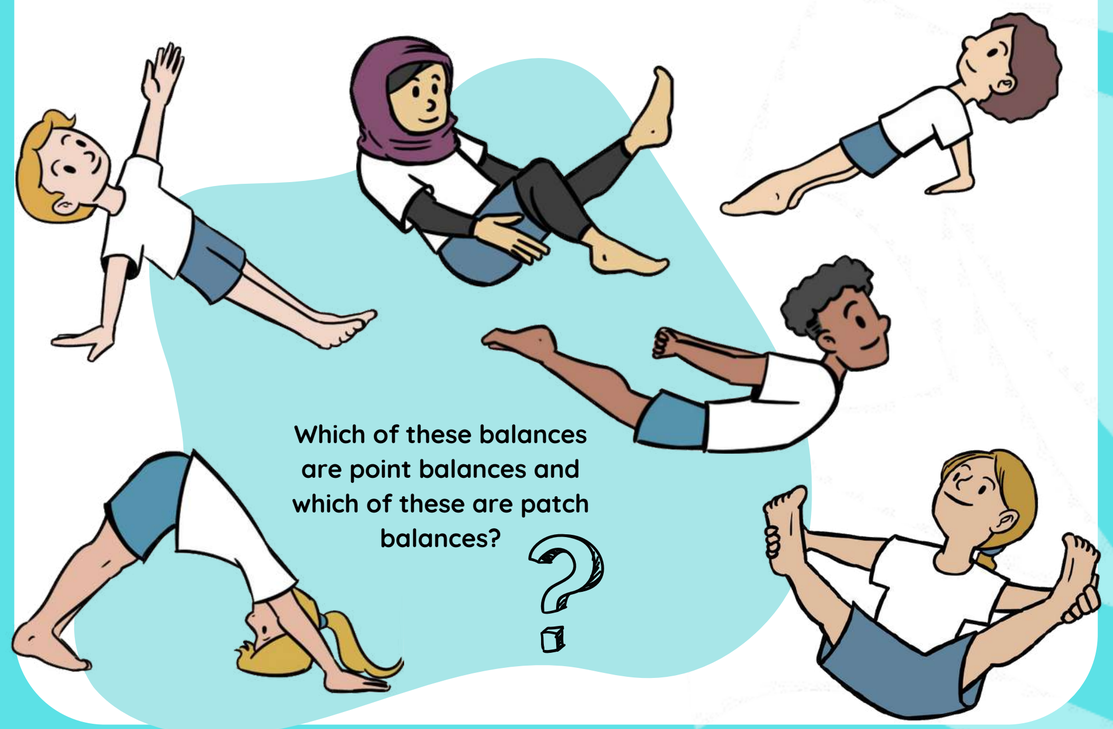
Knowledge Organiser
Gymnastics Year 3

Get Set 4 Education

About this Unit

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



Key Vocabulary

body tension: squeezing muscles to help to be stable when performing actions
contrast: different to one another
control: being able to perform a skill with good technique
direction: forwards, backwards, sideways
extend: to make longer
flow: smooth link
landing position: a stable position used after jumping
match: the same
matching: to perform the same action as someone else
patch: a large body part
point: a small body part
take off: the moment a person begins jump

Ladder Knowledge

Shapes: Use body tension to make your shapes look better.

Balances: Make your balances look interesting by using different levels.

Rolls: Tuck your chin to your chest in a forward roll. Roll onto the top of your shoulders

Jumps: Change the take off and shape of your jumps to make them look interesting.

Movement Skills

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

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

Social work safely, collaboration, supportive

Emotional perseverance, confidence, independence

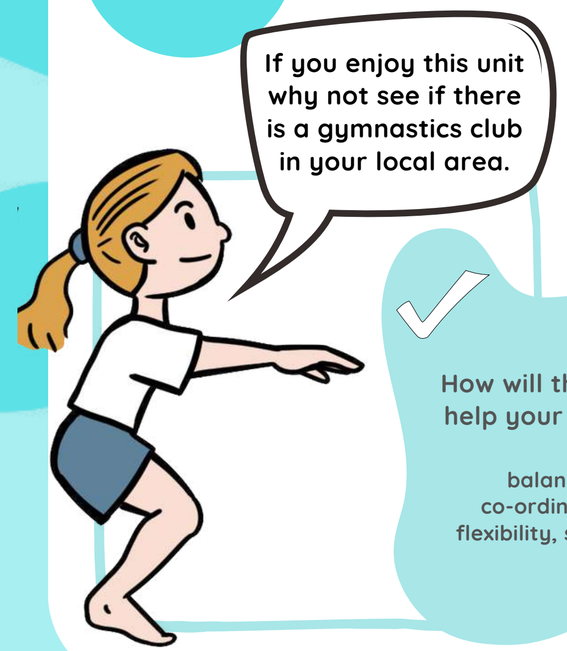
Thinking observe and provide feedback, creativity, select and apply skills

Strategy

Use different levels to help make your sequence look interesting.

Healthy Participation

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

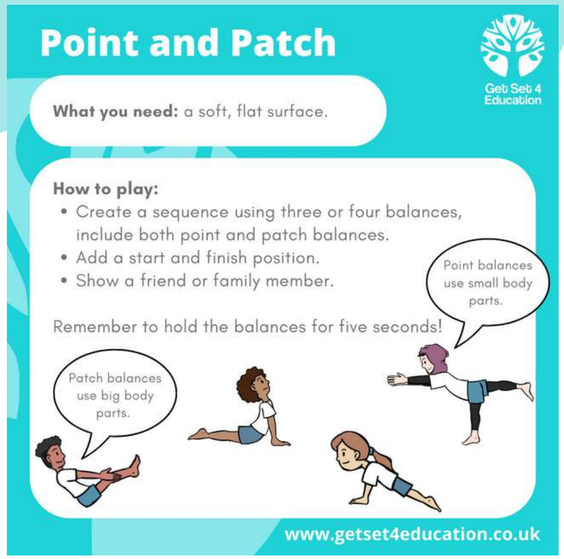


How will this unit help your body?

balance, co-ordination, flexibility, strength

Home Learning

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



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Knowledge Organiser
Gymnastics Year 4

Get Set 4 Education

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

Ladder Knowledge

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

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

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

Rolls:
Keep the shape of your roll using body tension.

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

Movement Skills

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

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

Social work safely, determination, collaboration, communication, respect

Emotional confidence, perseverance

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

Strategy

Use different directions to help make your sequence look interesting.

Healthy Participation

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

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

How will this unit help your body?

balance,
co-ordination,
flexibility, strength

Home Learning

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

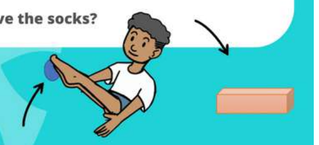
Transporter

Get Set 4 Education

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?



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

Get Set 4 Education

Knowledge Organiser
Handball Year 3 and Year 4

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.

Dribbling:

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

Year 4: protecting the 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.

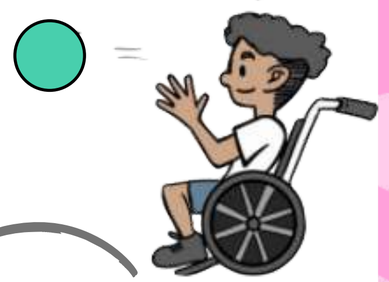
About this Unit

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

Games similar to handball can be traced back to ancient Egypt, Greece and Rome.

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

Handball is often described as a mix of football, basketball and water polo!



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?

Movement Skills

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

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

Social kindness, communication, co-operation

Emotional honesty and fair play, determination, perseverance, confidence

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

Rules

The rule of three:

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

Double dribble:

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

Free pass:

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

Tactics

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

Key Vocabulary

accelerate: speed up
accuracy: how close the object is to the given target
accurately: hit with aim
decision: select an outcome
delay: to slow an object or player
direction: forwards, backwards, sideways
gain: get possession of the ball
intercept: to gain possession of the ball
invasion: a game of two teams who invade each other's space to score goals
momentum: the direction created by weight and power
opponent: someone not on your team
opposing: in competition with
option: possible choices
possession: to have
referee: the person who makes sure the rules are followed
speed: how fast you are travelling

Healthy Participation

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

How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

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

Hit the Spot

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

Get Set 4 Education

How to play:

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

www.getset4education.co.uk

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

Knowledge Organiser
Hockey Year 3 and Year 4

Get Set 4 Education

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.

About this Unit

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

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

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

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

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?

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..

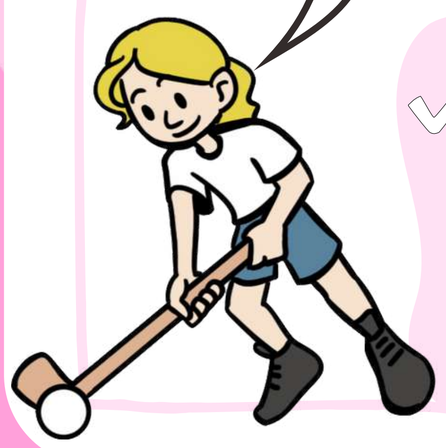
Key Vocabulary

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

Healthy Participation

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

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

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

Hockey Obstacle

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

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

www.getset4education.co.uk

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

Knowledge Organiser
Netball Year 3 and Year 4

Get Set 4 Education

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.

About this Unit

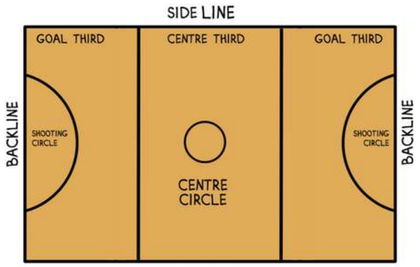
Netball is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

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 positions:

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

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?

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

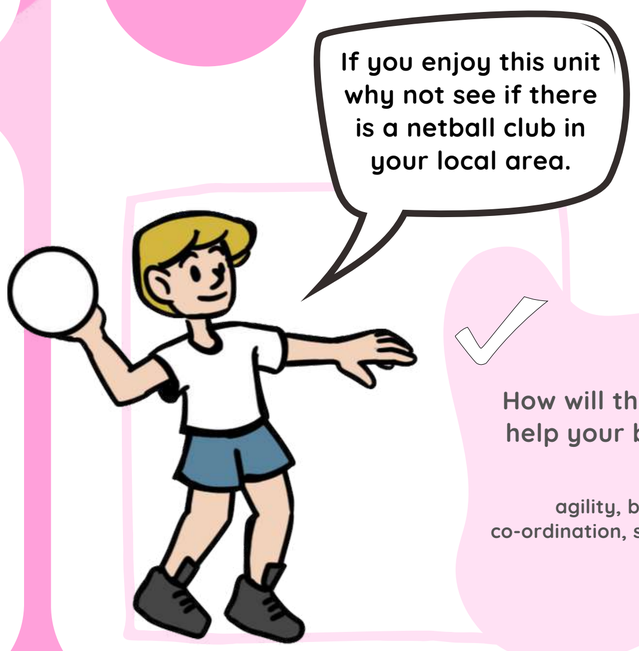
Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals..

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

Healthy Participation

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

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

Skills School

What you need: A ball

Get Set 4 Education

How to play:
Can you complete the following skills?

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

Top tips:

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

www.getset4education.co.uk

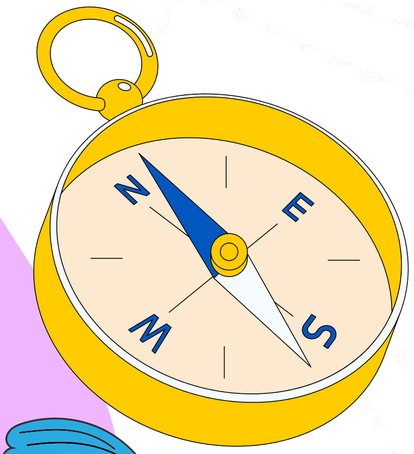
Head to our youtube channel to watch the skills videos for this unit. @getset4education136

Knowledge Organiser
OAA Year 3

Get Set 4 Education

About this Unit

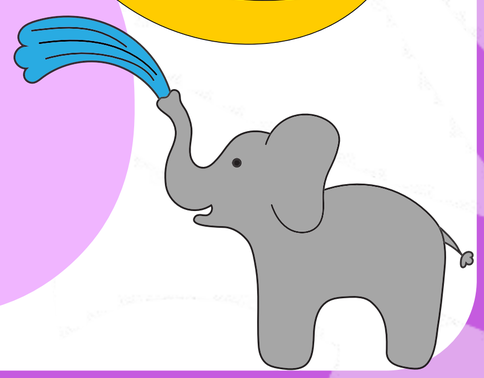
OAA stands for Outdoor Adventurous Activities. These activities can be land based e.g. rock climbing, abseiling, orienteering, they can be water based e.g. kayaking, surfing, sailing or air based e.g. parachuting or paragliding. All of these activities require problem solving, collaboration, decision 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.

How will this unit help your body?

balance, co-ordination, speed, stamina

Home Learning

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

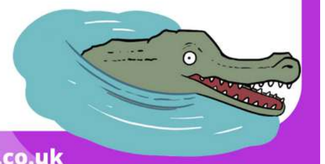
Cross the swamp

Get Set 4 Education

What you need: Some toys and two pillows

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

Watch out for the crocs!



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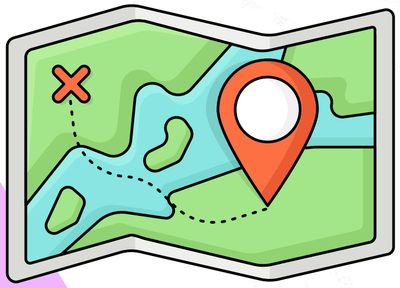
Knowledge Organiser
OAA Year 4

Get Set 4 Education

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

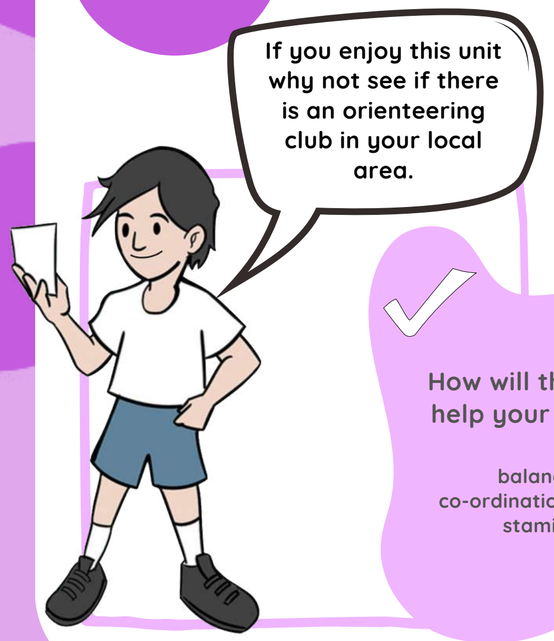
Thinking problem solving, evaluation, reflection, create, select and apply

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.



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

At a stretch

Get Set 4 Education

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.

www.getset4education.co.uk

Knowledge Organiser
Rounders Year 3 and Year 4

Get Set 4 Education

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 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.

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.

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

Striking and Fielding Games Key Principles

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

Movement Skills

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

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

Social collaboration, communication, co-operate, support and encourage others

Emotional honesty, fair play, confidence, determination

Thinking comprehension, select and apply skills, tactics, make decisions

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

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.

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 field can scoop the ball with two hands
umpire: a person who makes sure the rules are followed

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

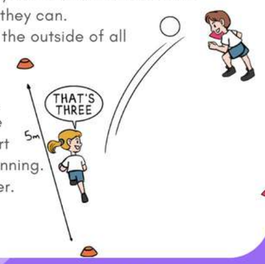
Kick Rounders

Get Set 4 Education

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.



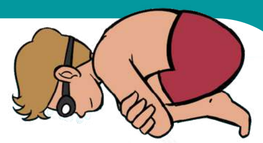
www.getset4education.co.uk

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

Knowledge Organiser
Swimming Year 3 and Year 4

Get Set 4 Education

About this Unit



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

Let's see why:

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

Key Vocabulary

alternate: one then the other
backstroke: a swimming style performed on the back
breaststroke: a swimming style performed on the front
breathing: when a swimmer chooses to breathe
buoyancy: how able an object is to float in water
crawl: a type of stroke
floating: the ability to stay on the waters surface
front crawl: a stroke used in swimming
glide: move across the water with a smooth continuous movement
H.E.L.P position: Heat Escape Lessening Posture: a position for floating in cold water when wearing a life jacket and awaiting rescue
handstand: an inverted balance in which weight is held on hands
huddle: a position for two or more people floating in cold water wearing life jackets and awaiting rescue
rotation: the circular movement of an object around a central point
sculling: quick movements of the hands to keep the head above the water
sidestroke: a stroke where the swimmer lies on their side, helpful as a lifesaving stroke as it uses less energy
sinking: travelling lower than the surface
stroke: the style of swimming, there are four competitive strokes: butterfly, backstroke, breaststroke, freestyle
submerge: to be underwater
surface: where the water ends
surface dive: to go beneath the water
survival: the act of living
tactics: a plan or strategy
technique: the action used correctly
treading water: a survival technique used to keep the head above the water
water safety: actions to keep people safe around water

Ladder Knowledge

Strokes:

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

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

Breathing:

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

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

Water safety:

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

Year 4: if you fall in the water float.

Movement Skills

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

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

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

Emotional confidence, honesty, determination, independence, perseverance

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

Rules

1. **Stop and think, always swim in a safe place**
When swimming outdoors preferably swim at a lifeguard beach, organised session or a supervised space.

2. **Stay together, always swim with an adult**
When swimming outdoors you must always stay together. NEVER go alone.

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

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

Healthy Participation

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

How will this unit help your body?

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

Home Learning

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

Dolphin Dash

Get Set 4 Education

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

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

www.getset4education.co.uk

Knowledge Organiser
Tag Rugby Year 3 and Year 4

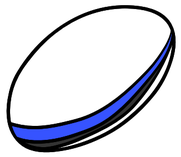
Get Set 4 Education

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.

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!



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
delay: to slow an object or player
dodge: change direction quickly, often used to lose a defender or avoid being caught
forward pass: when the ball is passed in the direction of a team's try line
gain: get possession of the ball
invasion: a game of two teams who invade each other's space to score goals
limit: to reduce
offside: when a tag is made, all defending players must get into an onside position. Onside is in front of the ball carrier, offside is behind the ball carrier.
onside: when the defender is in front of the ball carrier
option: possible choices
pitch: the space used for a tag rugby game
possession: to have
supporting: being an option for the person with the ball
tournament: a competition of more than two teams
track: to move your body to get in line with a ball that is coming towards you
try: the name of a point scored by placing the ball over the try line

Ladder Knowledge

Sending & receiving:

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

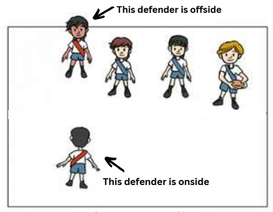
Thinking decision making, comprehension, select and apply, reflection, identify strengths and areas for development

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 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.



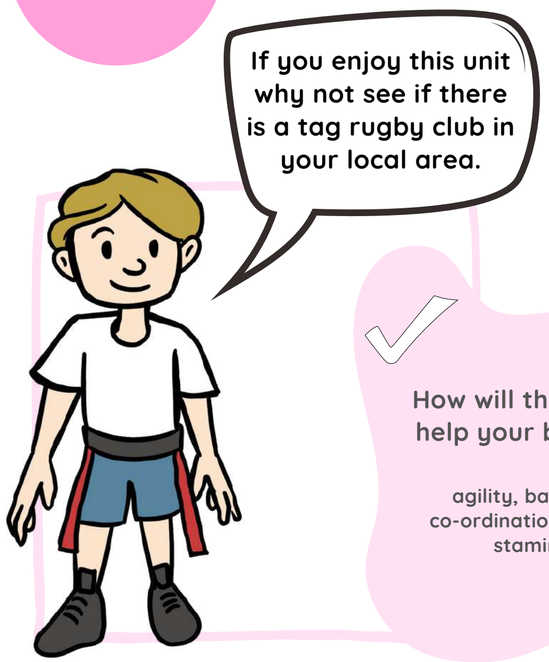
Blue team try line

Tactics

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

Healthy Participation

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

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

The Rescuer

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

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

www.getset4education.co.uk

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

Knowledge Organiser
Tennis Year 3

Get Set 4 Education

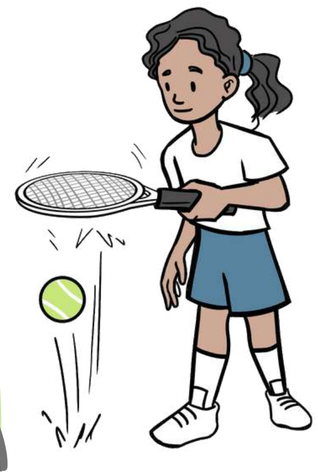
About this Unit

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

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

Net and Wall Games Key Principles

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



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

Key Vocabulary

backhand: played on the non-dominant side of the body
competition: a match
control: being able to perform a skill with good technique
court: the space used to play the game
face: the strings of the racket
feeder: someone who throws or hits the ball to you
forehand: played on the dominant side of the body
opponent: someone not on your team
opposition: the other team
rally: when a point is played back and forth
react: to respond to quickly
return: hitting the ball back
tactics: a plan that helps you to attack or defend
track: to move your body to get in line with a ball that is coming towards you

Ladder Knowledge

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

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

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

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

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

Movement Skills

- throw
- catch
- forehand
- backhand
- rallying

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

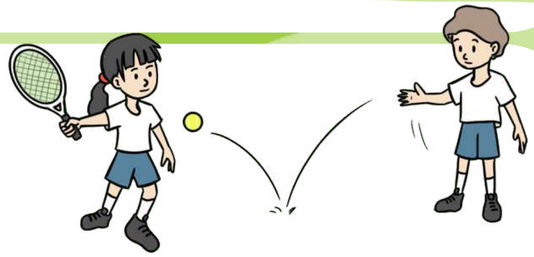
Social co-operation, collaboration, respect, support and encourage others

Emotional honesty, perseverance

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

Rules

Win a point if:
- Opponent hits the ball in the net
- Opponent hits the ball out of the court area
- Opponent misses the ball or it bounces twice



Tactics

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

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

Healthy Participation

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

How will this unit help your body?

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

Home Learning

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

Knee Boxing

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

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

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

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

Knowledge Organiser
Tennis Year 4

Get Set 4 Education

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

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

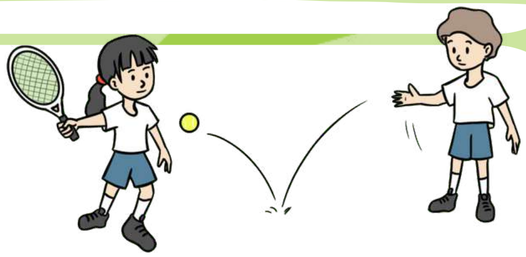
Social – co-operation, support and encourage others, collaboration, respect

Emotional – perseverance, honesty, determination

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

Rules

Win a point if:
- Opponent hits the ball in the net
- Opponent hits the ball out of the court area
- Opponent misses the ball or it bounces twice



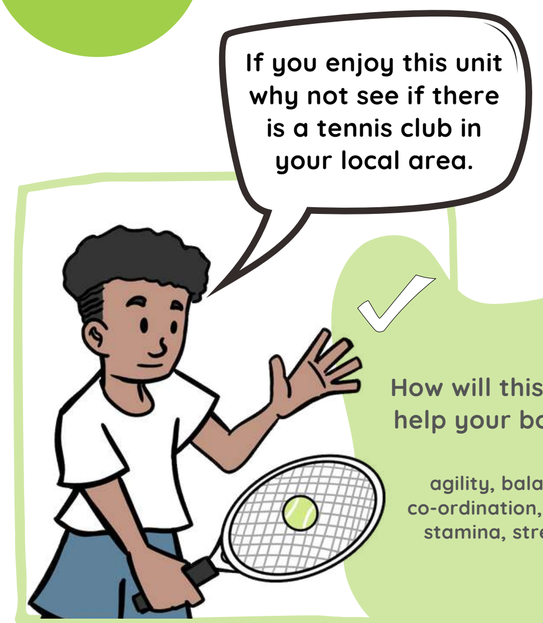
Tactics

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

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

Healthy Participation

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



How will this unit help your body?

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

Home Learning

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

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. @getset4education136

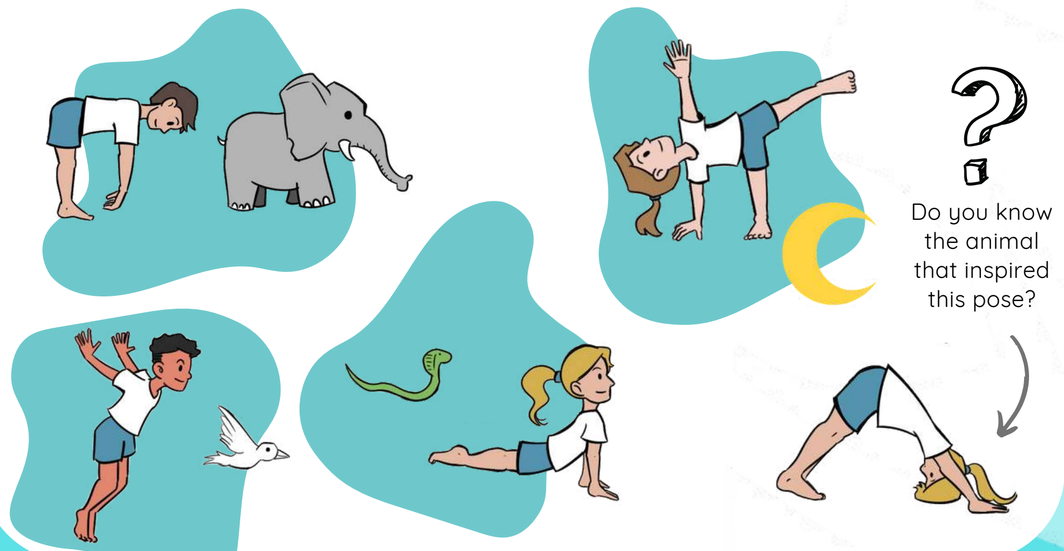
Knowledge Organiser
Yoga Year 3 and Year 4

Get Set 4 Education

About this Unit

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

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



Do you know the animal that inspired this pose?

Key Vocabulary

breath: moving air in and out of your body
control: being able to perform a skill with good technique
extend: to make longer
flexibility: the ability of muscles and joints to move through a range of motion
flow: a yoga sequence
gratitude: being thankful
lengthen: to make longer
link: to join together
mindfulness: to bring attention to experiences occurring in the present moment
notice: to pay attention to
pose: a position, usually still
relax: to become calm
stable: to be balanced
strength: the amount of force your body can use
wellbeing: the emotional state of someone

Ladder Knowledge

Balance:

Year 3: use the whole of the body part in contact with the floor, it will help you to balance.

Year 4: move with your breath, it will help you to balance.

Flexibility:

Year 3: if you move as you breathe out you can stretch a little bit further.

Year 4: different poses will need you to extend different body parts.

Strength:

Year 3: you will need to use different muscles for different poses.

Year 4: people have different levels of strength.

Movement Skills

- balance
- flexibility
- strength
- co-ordination

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

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

Emotional confidence, determination, integrity, focus

Thinking recall, creativity, selecting actions, providing feedback, reflection

Strategies

Use your breath to help you to focus.

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

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

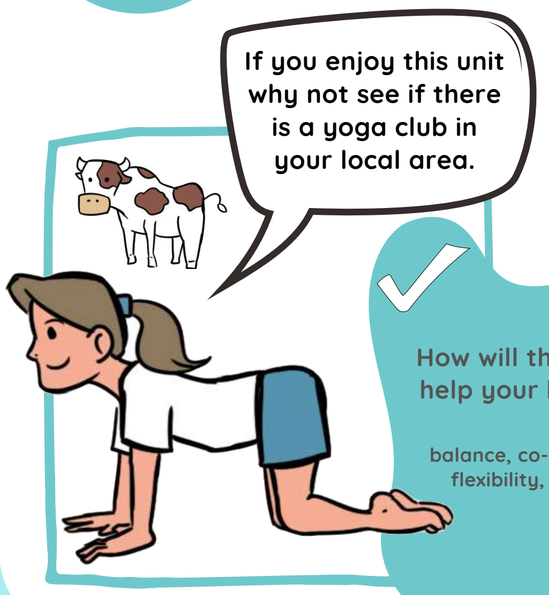
Mindfulness is a personal journey.

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

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

Healthy Participation

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



How will this unit help your body?

balance, co-ordination, flexibility, strength

Home Learning

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

Your Flow

Get Set 4 Education

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

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

Remember to move slowly and breathe deeply.

www.getset4education.co.uk

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