Knowledge Organiser
Athletics Year 5

Get Set 4 Education

Ladder Knowledge

Running:

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

Jumping:

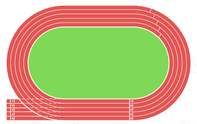
Drive your knees high and fast to build power so that you can jump further.

Throwing:

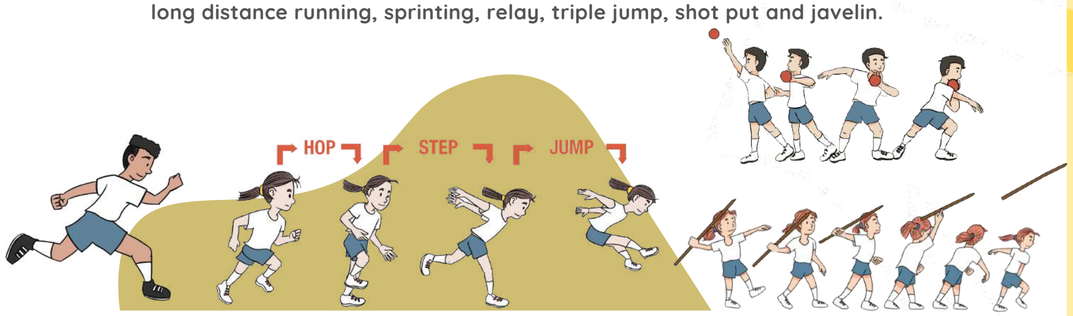
Transfer your weight to increase the distance. The transfer of weight will be different depending on the throw. Think back body to front body.

About this Unit

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



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



Official Athletic Events

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

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

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

Have you seen any of these events before?

Movement Skills

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

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

Social collaboration, negotiation, communication, supporting others

Emotional perseverance, confidence, concentration, determination

Thinking observing and providing feedback, selecting and applying, comprehension

Rules

JUMPING EVENTS

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

How will this unit help your body?

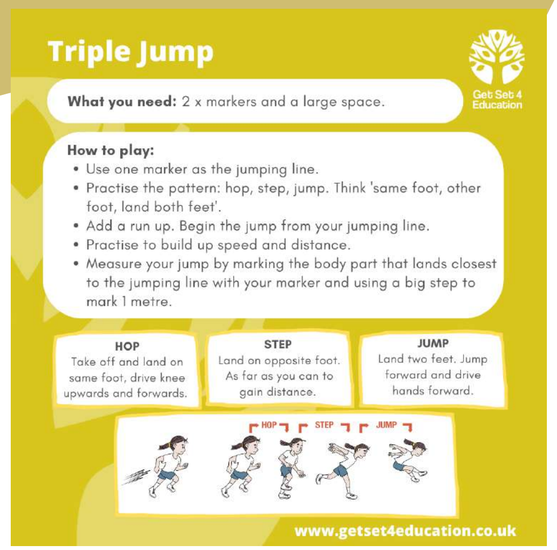
agility, balance, co-ordination, speed, stamina, strength

Key Vocabulary

approach: a way of dealing with a situation
changeover: what happens when the relay baton is passed from one runner to another
consistent: to repeat something in the same way
dominant: preferred side
drive: a forceful and controlled movement to help move you forward
event: the name of different athletic activities
field: the collective name for jumping and throwing activities
force: create power
javelin: a spear like object used in a throwing event
momentum: the direction created by weight and power
shot put: a heavy round object used in a throwing event
stamina: the ability to move for sustained periods of time
stride: the length of the step
technique: the action used correctly
track: a marked oval path, where various running, hurdling, and relay events take place

Home Learning

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



Triple Jump

Get Set 4 Education

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

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

HOP	STEP	JUMP
Take off and land on same foot, drive knee upwards and forwards.	Land on opposite foot. As far as you can to gain distance.	Land two feet. Jump forward and drive hands forward.

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

Knowledge Organiser
Athletics Year 6

Get Set 4 Education

Ladder Knowledge

Running:

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

Jumping:

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

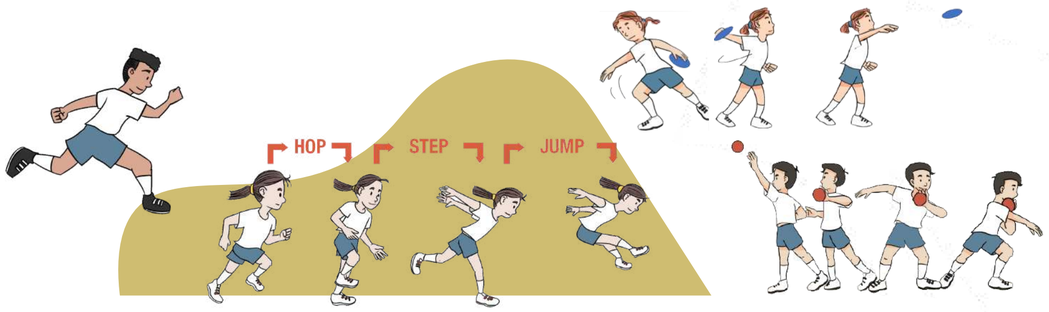
Throwing:

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

About this Unit

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

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



Official Athletic Events

Running
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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?

Movement Skills

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

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

Social negotiating, collaborating, respect

Emotional empathy, perseverance, determination

Thinking observing and providing feedback, comprehension

Rules

JUMPING EVENTS

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

How will this unit help your body?

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

Home Learning

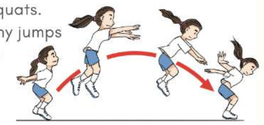
Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Long Jump World Record Attempt

Get Set 4 Education

What you need: A measuring tape.

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



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

www.getset4education.co.uk

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

Key Vocabulary

discus: a disc that is thrown in athletics
drive: a forceful and controlled movement to help move you forward
event: activities that are either running, jumping or throwing
explosive: produce force in a short space of time
fling: technique used to throw a discus
grip: the way an object is held
maximum: to work to your best
meet: an athletics competition
officiate: to be in charge of the rules
pace: how fast you are running
pattern: sequence of movements
phase: a section of an action
power: speed and strength combined
release: the point at which you let go of an object
rhythm: a strong, regular repeated pattern of movement
stance: the body position taken
strategy: a plan of action to complete a set task or challenge

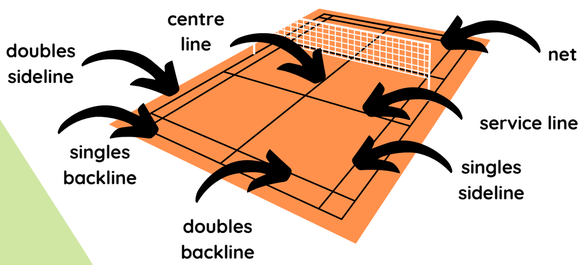
Knowledge Organiser
Badminton Year 5 and Year 6

Get Set 4 Education

About this Unit

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

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



Net and Wall Games Key Principles

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

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

Key Vocabulary

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

Ladder Knowledge

Shots:

Year 5: use an underarm if the shuttlecock is low and an overarm if the shuttlecock is high.

Year 6: use a variety of shots to move your opponent around court.

Serving:

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

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

Rallying:

Year 5: control is more important than power to keep a co-operative rally going.

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

Footwork:

Year 5: use small, quick steps to adjust your stance to play a shot.

Year 6: using appropriate footwork will help you to react quickly and give you time to prepare to play a shot.

Movement Skills

- underarm clear
- overarm clear
- serving
- rallying

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

Social collaboration, communication, respect, encouragement

Emotional perseverance, patience, honesty

Thinking using tactics and rules, decision making, select and apply, identifying areas of strength and areas for development, reflection

Rules

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

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

Tactics

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

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

Healthy Participation

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

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

How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

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

Over the Net

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

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

Play first to five.

Make this easier by playing with a bigger ball.

www.getset4education.co.uk

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

Knowledge Organiser
Basketball Year 5 and Year 6

Get Set 4 Education

Ladder Knowledge

Sending & receiving:

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

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

Dribbling:

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

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

Space:

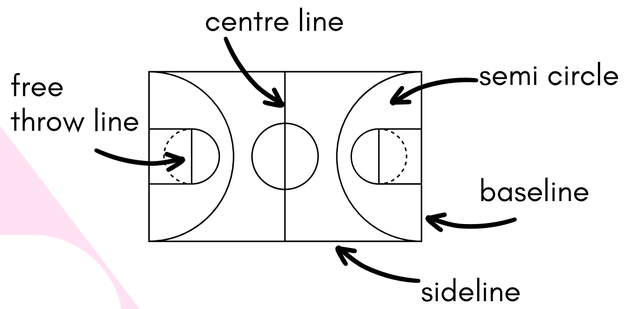
Year 5: moving to space even if you do not receive the ball will help to create space for a teammate.

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

About this Unit

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

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



Invasion Games Key Principles

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

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

Movement Skills

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

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

Social – collaboration, communication, co-operation, respect

Emotional – honesty and fair play, confidence, persevere

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

Rules

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

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

Tactics

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

Key Vocabulary

abide: act in accordance with the rules
angle: formed when two lines come together at a shared point e.g. arm to floor
ball carrier: person in possession
ball side: the space between the ball carrier and the person you are marking
barrier: an obstacle that prevents movement or access
create: to make space
dominant: preferred side
draw: encourage movement of an opponent
maintain: to keep
rebound: when a player attempts to shoot a goal but the ball hits the basket or backboard and bounces back into play
sportsmanship: play fairly, respect others and be gracious in victory and defeat
support: to help
tactics: a plan that helps you to attack or defend
transition: moving from attack to defence or defence to attack
turnover: when a team not in possession of the ball gains possession

Healthy Participation

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

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

How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

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

Can't Touch This

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

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

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

www.getset4education.co.uk

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

Knowledge Organiser
Cricket Year 5 and Year 6

Get Set 4 Education

About this Unit

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

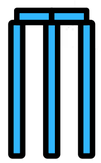
The game started in England in the 16th century. The earliest reference to the sport is in a court case of 1598. Later, the game spread to countries of the British Empire in the 19th and 20th centuries.

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

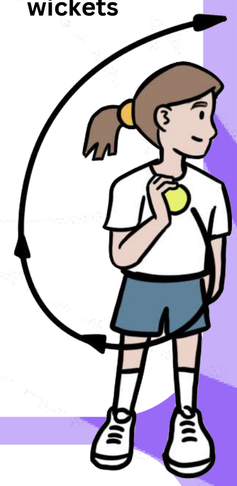
Striking and Fielding Games Key Principles

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

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



wickets



Key Vocabulary

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

Ladder Knowledge

Striking:

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

Fielding:

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

Throwing and catching:

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

Throwing and catching:

Year 6: decide who to throw to and when to throw in order to get batters out. Accuracy, speed and consistency of throwing and catching will help to limit a batter's score.

Movement Skills

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

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

Social collaboration, communication, respect

Emotional honesty, perseverance

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

Rules

BOWLING

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

RUNS

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

BATTING

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

OUT

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

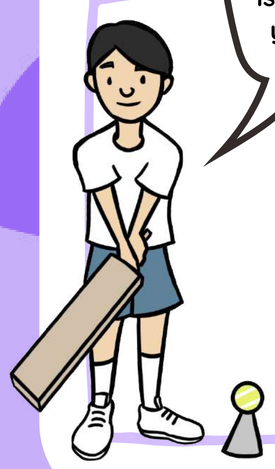
Tactics

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

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

Healthy Participation

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



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

How will this unit help your body?

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

Home Learning

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

Cricket Runs

Get Set 4 Education

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

How to play:
Place two markers 10m apart. One player is the bowler, one the batter.

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

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

Highest number of runs wins.

Extra players play as fielders.
Make this easier by underarm bowling.
Throw if you don't have a bat.

www.getset4education.co.uk

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

@getset4education136

Knowledge Organiser
Dance Year 5

Get Set 4 Education

Ladder Knowledge

Actions:

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

Dynamics:

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

Space:

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

Relationships:

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

About this Unit

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

Dance by Chance

Merce Cunningham is an American composer.

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

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

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

Rock and Roll

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

Ancient Maya

This dance takes inspiration from Ancient Maya.

The Mayan civilisation began long ago (it is believed as early as 1500 BCE), in a place called 'Mesoamerica'. This very large area is made up of Mexico and part of Central America where there is the Maya rainforest. The Mayans built amazing cities. They were experts at reading the stars and even built their cities as a map of the sky.

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

Chinese New Year

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

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

Key Vocabulary

actions: the movement a performer uses e.g. travel, jump, kick
canon: when performers complete the same action one after the other
choreograph: create a sequence of actions or movements
choreography: the sequence of actions or movements
collaborate: work jointly with others
dynamics: how an action is performed e.g. quickly, slowly, gently
formation: where performers are in the space in relation to others
genre: a style
motif: a movement phrase that relates to the stimulus that is repeated and developed throughout the dance
pathway: designs traced in space (on the floor or in the air)
performance: the complete sequence of actions
phrase: a short sequence of linked movements
posture: the position someone holds their body in
quality: the standard of the skill
relationship: the ways in which dancers interact; the connections between dancers
space: the 'where' of movement such as levels, directions, pathways, shapes
structure: the way in which a dance is ordered or organised
timing: moving to the beat of the music
transition: moving from one action or position to another
unison: two or more people performing the same movement at the same time

Movement Skills

- actions
- dynamics
- space
- relationships

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

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

Emotional empathy, confidence, perseverance

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

Strategies

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

Healthy Participation

You should be bare foot for dance.

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

How will this unit help your body?

balance, co-ordination, flexibility.

Home Learning

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

Dance by Chance

Get Set 4 Education

What you need: random objects

How to play:

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

Add music to your dance if you would like.

www.getset4education.co.uk

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

Knowledge Organiser
Dance Year 6

Get Set 4 Education

About this Unit

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

STAMP, CLAP

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

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

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

Bhangra Dance

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

Contemporary

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

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

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

1970s Disco

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

Key Vocabulary

action: the movement a performer uses e.g. travel, jump, kick
aesthetic: how a performance or skill looks
choreography: the sequence of actions or movements
dynamics: how an action is performed e.g. quickly, slowly, gently
express: make suggestions
formation: where performers are in the space in relation to others
freeze frame: when performers create an image without movement
inspiration: to take ideas from
mood: a state of feeling
motif: a movement phrase that relates to the stimulus that is repeated and developed throughout the dance
phrase: a short sequence of linked movements
pose: a position, usually still
refine: to improve the quality
rehearse: to practise
stimulus: something that creates ideas
structure: the way in which a dance is ordered or organised
style: the type of dance
transition: moving from one action or position to another

Ladder Knowledge

Actions:

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

Dynamics:

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

Space and relationships:

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

Movement Skills

- actions
- dynamics
- space
- relationships

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

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

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

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

Strategies

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

Healthy Participation

You should be bare foot for dance.

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

How will this unit help your body?

balance, co-ordination, flexibility.

Home Learning

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

Word Dance

Get Set 4 Education

What you need: a book or magazine

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

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

www.getset4education.co.uk

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

Knowledge Organiser
Dodgeball Year 5 and Year 6

Get Set 4 Education

Ladder Knowledge

Throwing:

Year 5: aim low to make it difficult for an opponent to catch.

Year 6: assess the situation before deciding who to throw at to get opponents out.

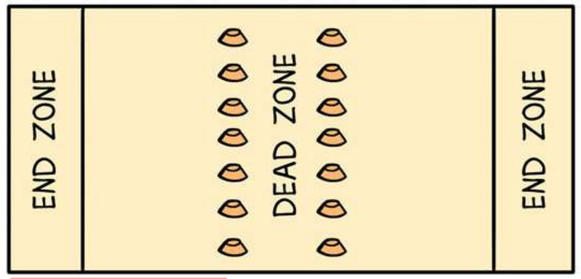
Catching:

Year 5: stay towards the back of the court area to give you more time to catch.

Year 6: make quick decisions on if to catch or if to dodge the ball.

About this Unit

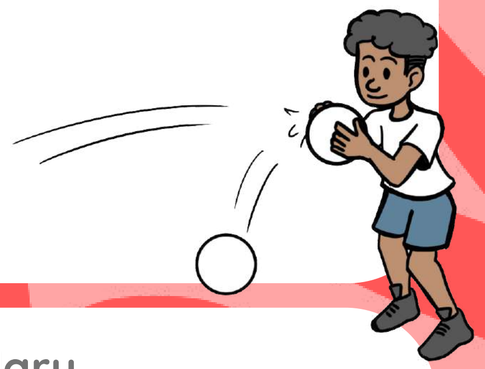
Dodgeball is a target game between two teams. Players must dodge or catch balls thrown by the opposition whilst attempting to strike their opponents in the same way to get them out.



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

Key Principles of Target Games (dodgeball, golf)

attacking	defending
placement of an object	avoid getting out



Movement Skills

- throw
- catch
- dodge
- block

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

Social collaboration, respect, leadership, communication

Emotional honesty, determination, confidence

Thinking make decisions, select and apply tactics

Rules

OUTS

A player is 'out' when:

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

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

Tactics

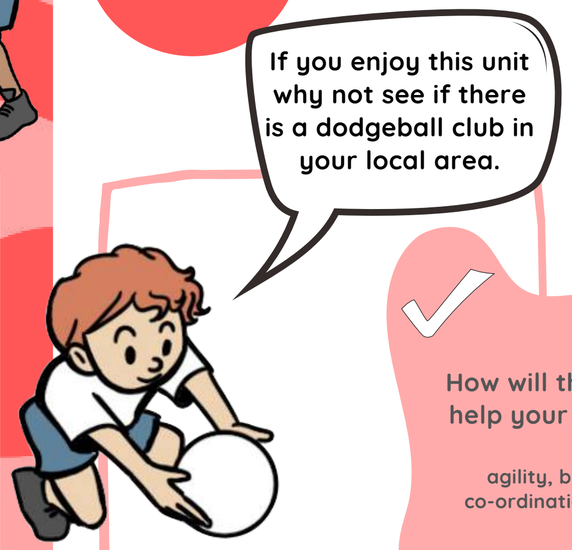
Tactics:

Year 5: apply tactics relevant to the situation.

Year 6: create and apply a tactic for the specific situation or outcome.

Healthy Participation

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



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

Key Vocabulary

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

Knowledge Organiser
Fitness Year 5 and Year 6

Get Set 4 Education

About this Unit

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

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

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

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

Key Vocabulary

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

Ladder Knowledge

Agility:

Year 5: to change direction you need to push off your outside foot and turn your hips.

Year 6: agility requires speed, strength, good balance and co-ordination.

Balance:

Year 5: dynamic balances are harder than static balances as the centre of gravity changes.

Year 6: apply force to maintain control and balance.

Co-ordination:

Year 5: people have varying levels of co-ordination that can improve with practice.

Year 6: co-ordination also requires good balance.

Speed:

Year 5: taking big consistent strides will help to create a rhythm that allows you to run faster.

Year 6: speed can be improved by training. Different distances require different speeds.

Strength:

Year 5: muscles all have different names.

Year 6: you can build up strength by practicing in your own time.

Stamina:

Year 5: keeping a steady breath will help you to move for longer periods of time.

Year 6: different exercises can develop stamina which can be improved by training over time.

Movement Skills

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

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

Social support and encourage others, collaboration

Emotional perseverance, determination

Thinking observation, analysis, comprehension

Strategy

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

Healthy Participation

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

How will this unit help your body?

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

Home Learning

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

Red or black?

What you need: A pack of cards.

Get Set 4 Education

How to play:

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

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

www.getset4education.co.uk

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

Knowledge Organiser
Football Year 5 and Year 6

Get Set 4 Education

Ladder Knowledge

Sending & receiving:

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

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

Dribbling:

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

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

Space:

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

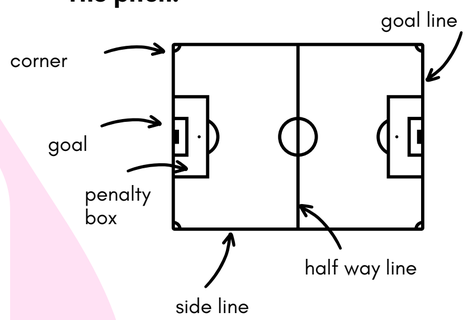
Year 6: transitioning quickly between attack and defence will help your team to maintain or gain possession.

About this Unit

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

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

The pitch:



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
- tackle

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

Social communication, respect, collaboration, co-operation

Emotional honesty, persevere, determination

Thinking assess, explore, decision making, select and apply

Rules

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

Tactics

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

Key Vocabulary

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

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

Star Challenge

What you need: A ball

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

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

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

www.getset4education.co.uk

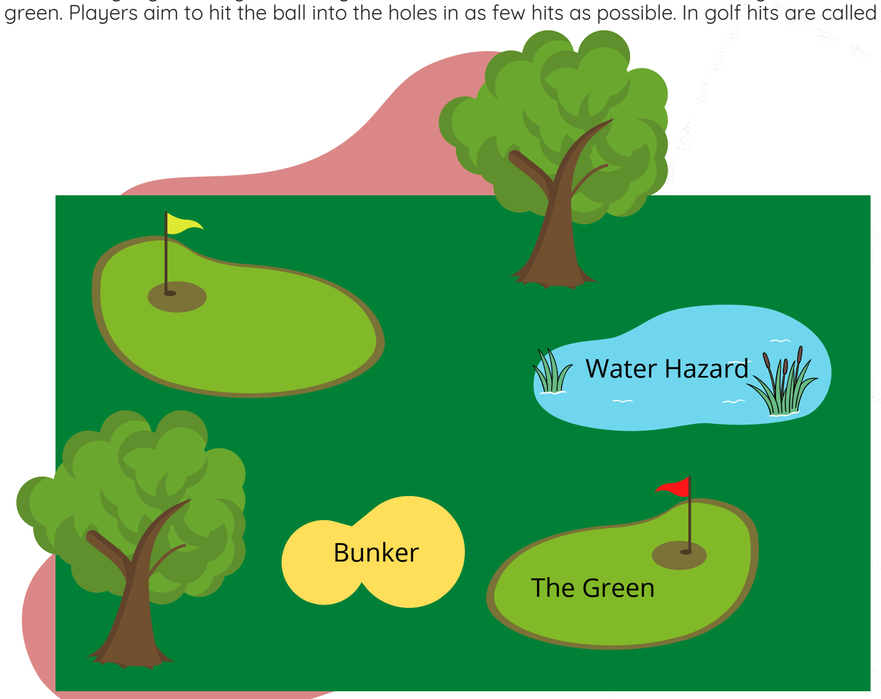
Head to our youtube channel to watch the skills videos for this unit. @getset4education136

Knowledge Organiser
Golf Year 5 and Year 6

Get Set 4 Education

About this Unit

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



Key Vocabulary

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

Ladder Knowledge

Striking

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

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

Movement Skills

- balance
- co-ordination
- striking

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

Social work safely, support and encourage others, collaboration

Emotional perseverance, self regulation, patience, honesty

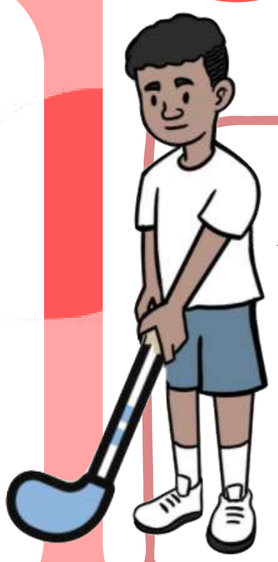
Thinking analysis, select and apply skills

Rules

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

Healthy Participation

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



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

How will this unit help your body?

balance and co-ordination

Home Learning

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

Indoor Golf

Get Set 4 Education

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

How to play:

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

www.getset4education.co.uk

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

Knowledge Organiser
Gymnastics Year 5

Get Set 4 Education

About this Unit

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

Key Vocabulary

asymmetrical: not equal on both sides
canon: when performers complete the same action one after the other
cartwheel: an inverted movement performed on hands and feet
decide: to choose
extension: moving a body part outwards or straight
identify: recognise
inverted: where hips go above head
matching: to perform the same action as someone else
mirroring: reflecting the movements of another person as if they are a reflection
momentum: the direction created by weight and power
observe: watch
pathways: designs traced in space (on the floor or in the air)
performance: the complete sequence of actions
quality: the standard of the skill
stable: to be balanced
symmetrical: two parts that match exactly
synchronisation: moving at the same time
transition: moving from one action or position to another

Ladder Knowledge

Shapes: Shapes underpin all other skills.

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

Balances: Use contrasting balances to make your sequences look interesting.

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

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

Movement Skills

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

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

Social work safely, support others, collaboration

Emotional confidence, perseverance, resilience, determination

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

Strategy

Use different pathways to help make your sequence look interesting.

Healthy Participation

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

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

How will this unit help your body?

balance, co-ordination, flexibility, strength

Home Learning

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

Limbo

Get Set 4 Education

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

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

Rules: Only your feet can touch the floor.

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

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

Knowledge Organiser
Gymnastics Year 6

Get Set 4 Education

Ladder Knowledge

Shapes:
Use clear shapes when performing other skills.

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

Balances:
Apply force to maintain control and balance.

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

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

Movement Skills

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

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

Social work safely, collaboration, communication, respect

Emotional independence, confidence, determination

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

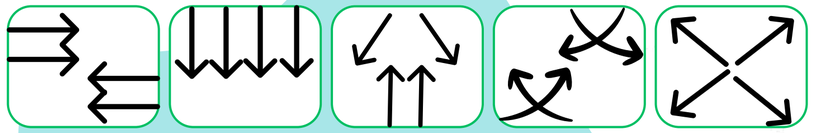
Strategy

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

About this Unit

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

Perfect Performance Tools



canon | synchronisation

matching | mirroring

forwards | backwards | sideways

symmetrical | asymmetrical

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

Key Vocabulary

aesthetics: how a performance or skill looks
competent: able to perform
contrasting: different to one another
counter balance|: creating a balance by pushing against a partner
counter tension: creating a balance by pulling away from a partner
engage: to activate
execution: completing the action
flight: time in the air
formation: where performers are in the space in relation to others
handstand: an inverted balance in which weight is held on hands
progression: a stage of a skill
refine: to improve the quality
structure: the way in which a sequence is ordered or organised
vault: performing an action over a piece of apparatus

Healthy Participation

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

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

How will this unit help your body?

balance, co-ordination, flexibility, strength

Home Learning

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

Cereal Box Challenge

Get Set 4 Education

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

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

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

www.getset4education.co.uk

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

Knowledge Organiser
Handball Year 5 and Year 6

Get Set 4 Education

Ladder Knowledge

Sending & receiving:

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

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

Dribbling:

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

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

Space:

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

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

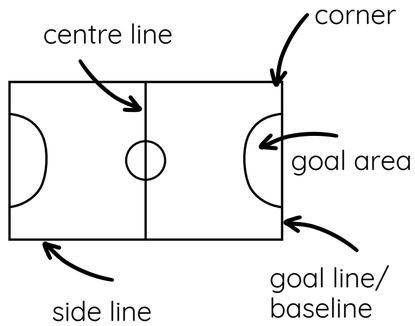
About this Unit

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

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

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

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



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

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 communication, kindness, respect, collaboration

Emotional confidence, honesty and fair play, determination, perseverance

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

Rules

The rule of three:

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

Double dribble:

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

Free pass:

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

Tactics

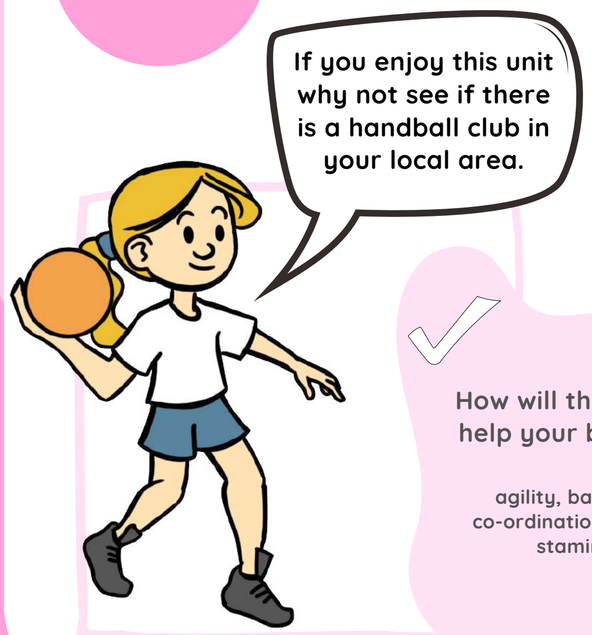
Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals. There are attacking and defending tactics and these will change depending on the situation, the opposition and the desired outcome.

Key Vocabulary

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

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

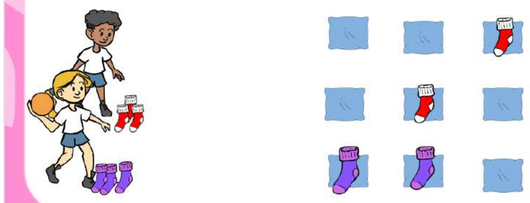
Three in a row

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

Get Set 4 Education

How to play:

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



www.getset4education.co.uk

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

Knowledge Organiser
Hockey Year 5 and Year 6

Get Set 4 Education

Ladder Knowledge

Sending & receiving:

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

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

Dribbling:

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

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

Space:

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

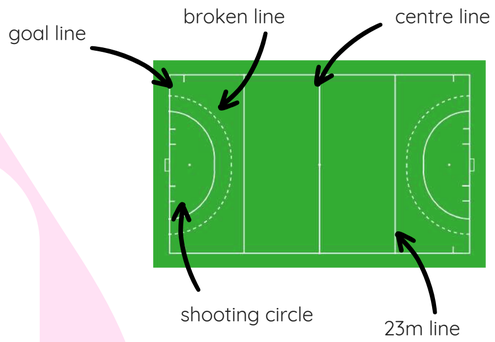
Year 6: transitioning quickly between attack and defence will help your team to maintain or gain possession.

About this Unit

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

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

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



Invasion Games Key Principles

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

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

Movement Skills

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

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

Social communication, collaboration, respect, support others

Emotional honesty, perseverance

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

Rules

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

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

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

Tactics

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

Key Vocabulary

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

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.

How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

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

Air Hockey

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

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

First to 15 wins.

www.getset4education.co.uk

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

Knowledge Organiser
Netball Year 5 and Year 6

Get Set 4 Education

Ladder Knowledge

Sending & receiving:

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

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

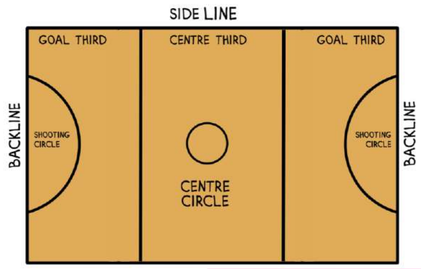
Space:

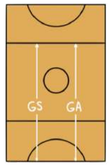
Year 5: moving to space even if you do not receive the ball will help to create space for a teammate.

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

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.



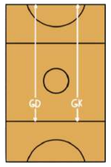


GS and GA:
Anywhere in their own shooting goal third and the centre third, but not the other goal third.

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

C:
Everywhere except in the semi circles.

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



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

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

Invasion Games Key Principles

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

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

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

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

Movement Skills

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

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

Social	communication, collaboration, respect
Emotional	honesty and fair play, pride, empathise, persevere
Thinking	select and apply, decision making, comprehension

Rules

- **Footwork:** first foot to touch the ground when receiving a ball is the landing foot. The landing foot must remain on the ground, the other foot may be moved in any direction, pivoting on the landing foot.
- **Held ball:** a player has 4 seconds to pass or shoot.
- **Replaying:** a player cannot regain possession of the ball, having dropped or thrown it, before it has been touched by another player or the post.
- **Offside:** a player is offside if they enter an area of the court they are not allowed in.
- **Over a third:** the ball must be touched in each third of the court. If the ball is not touched in each area it is called 'over a third'.
- **Contact:** if a player contacts another player.
- **Obstruction:** defenders are allowed one jump to mark the ball and must be 1m from the ball carrier.

Free pass is awarded to the non-offending team if the footwork, held ball, replay, offside or over a third rules are broken. The offending player is not out of play.

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

Tactics

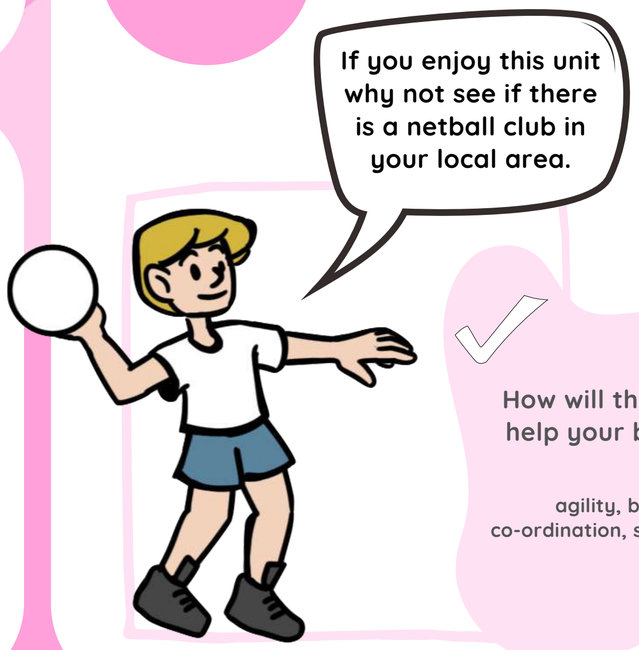
Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals. There are attacking and defending tactics and these will change depending on the situation, the opposition and the desired outcome.

Key Vocabulary

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

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

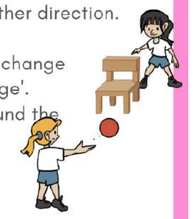
Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Dodge the Defender

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

How to play:

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



www.getset4education.co.uk

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

Knowledge Organiser
OAA Year 5

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 orienteering activities.

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

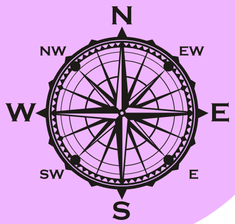
When you know how to navigate, you're less likely to get lost, it will give you freedom to visit new places and learn about the world.

Compass:

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

Compasses work because the Earth has a magnetic field, like a big invisible magnet that pulls one end of the compass needle toward the north. This means the other end of the needle points south!
The four main directions are north, south, east, and west. There are also directions in between the main ones. For example, northeast is between north and east, and southwest is between south and west.

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



Scale:

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

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

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

1cm = 1km

Key Vocabulary

cardinal points: the four main compass directions: north, south, east, and west
compromise: come to an agreement
concise: give information clearly
critical thinking: evaluate to improve
landmark: a location on a map
navigation: plan and / or follow a route
negotiate: to agree on shared terms
orientate: to turn a map so that it always faces the same way as the ground it represents
solve: to find an answer
strategy: a plan of action to complete a set task or challenge
verbal: communication with voice
visual: communication with eyes

Ladder Knowledge

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

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

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

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

Movement Skills

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

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

Social negotiation, communication, leadership, work safely

Emotional empathy, confidence, resilience

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

Rules

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

Healthy Participation

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

How will this unit help your body?

balance, co-ordination, speed, stamina

Home Learning

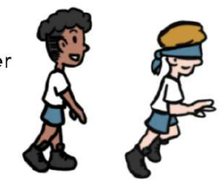
Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Blindfold Obstacle Course

Get Set 4 Education

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

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



www.getset4education.co.uk

Knowledge Organiser
OAA Year 6

Get Set 4 Education

Ladder Knowledge

Problem solving:

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

Navigational skills:

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

Communication:

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

Reflection:

Reflecting on when and how you are successful at solving challenges can help to alter your methods to improve in future challenges.

About this Unit

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

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

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

Key features of map reading:

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

Movement Skills

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

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

Social communication, collaboration, inclusion, leadership, work safely

Emotional trust, confidence, honesty

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

Rules

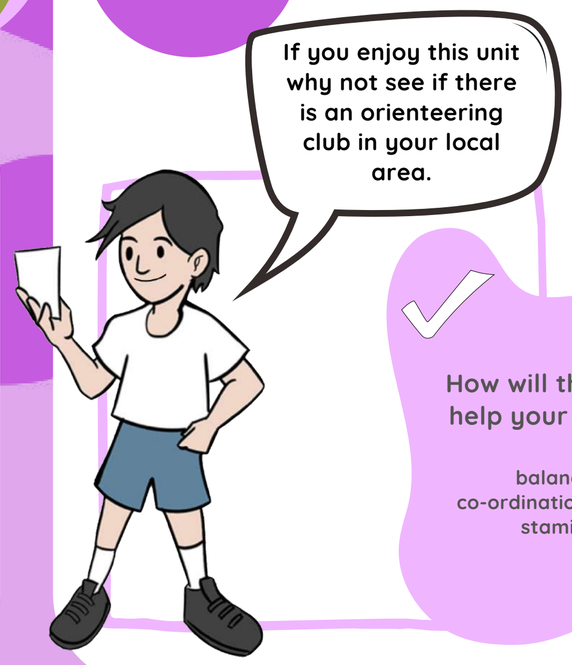
Be sure to listen to and understand the rules. Then, think creatively to solve the challenge whilst abiding by the rules.

When orienteering:

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

Healthy Participation

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



How will this unit help your body?

balance, co-ordination, speed, stamina

Home Learning

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

Hamster wheel

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

How to play:

- Make a giant circle, big enough for all players to stand inside, by sellotaping the newspaper sheets together.
- All players stand inside the circle like hamsters in a wheel.
- Can you work together to move the newspaper like a wheel without it breaking?
- Option to play this 1v1. Make two wheels and have a race.

Communication is key!

www.getset4education.co.uk

Key Vocabulary

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

Knowledge Organiser
Rounders Year 5 and Year 6

Get Set 4 Education

Ladder Knowledge

Striking:

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

Fielding:

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

Throwing and catching:

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

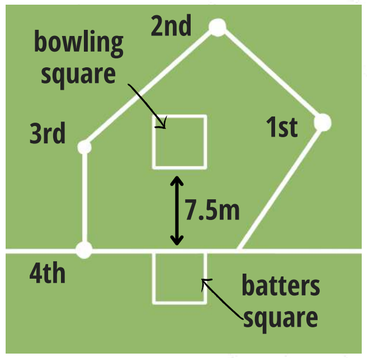
Throwing and catching:

Year 6: make good decisions on who to throw to and when to throw in order to get batters out. Accuracy, speed and consistency of throwing and catching will help to limit a batter's score.

About this Unit

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

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



Striking and Fielding Games Key Principles

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

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

Movement Skills

- throw
- catch
- bowl
- bat
- field

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

Social communication, collaboration, respect, co-operation

Emotional honesty, self regulation, sportsmanship

Thinking select and apply skills, reflection, assess, tactics

Rules

OUTS

A player will be called out if they are:

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

HOW TO SCORE

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

Tactics

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

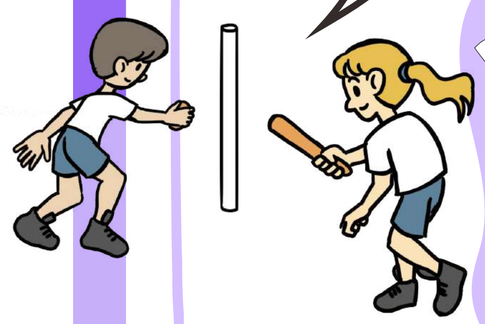
Key Vocabulary

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

Healthy Participation

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

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



How will this unit help your body?

agility, balance, co-ordination, speed.

Home Learning

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

Spell it Out

Get Set 4 Education

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

How to play:

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

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

www.getset4education.co.uk

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

Knowledge Organiser
Swimming Year 5 and Year 6

Get Set 4 Education

About this Unit

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

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

Did you know...

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

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

Key Vocabulary

afloat: floating on water
buoyancy: how able an object is to float in water
buoyant: when an object floats in water
conserve: to protect something
continuously: without gaps
dolphin kick: used for the butterfly stroke, created by a whipping motion with the legs
endurance: ability to keep going
exhale: to breathe out
flexed: bent
flutter kick: a kick used in crawl and backstroke in which the legs are extended straight back and alternately moved up and down
huddle: a position for two or more people floating in cold water wearing life jackets and awaiting rescue
inhale: breathe in
motion: process of moving
outstretched: extended
personal best: a target outcome of an individual
propel: to move forward
retrieve: to collect
rotate: turn
somersault: to rotate 360° around a horizontal point
streamline: the position you get your body in to flow through the water easily
stroke: the style of swimming, there are four competitive strokes: butterfly, backstroke, breaststroke, freestyle
synchronised: when performers complete the same action at the same time
technique: the action used correctly
treading water: a survival technique used to keep the head above the water

Ladder Knowledge

Strokes:

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

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

Breathing:

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

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

Water safety:

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

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

Movement Skills

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

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

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

Emotional determination, work fairly, honesty, confidence, perseverance

Thinking comprehension, creativity, make decisions, tactics

Rules

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

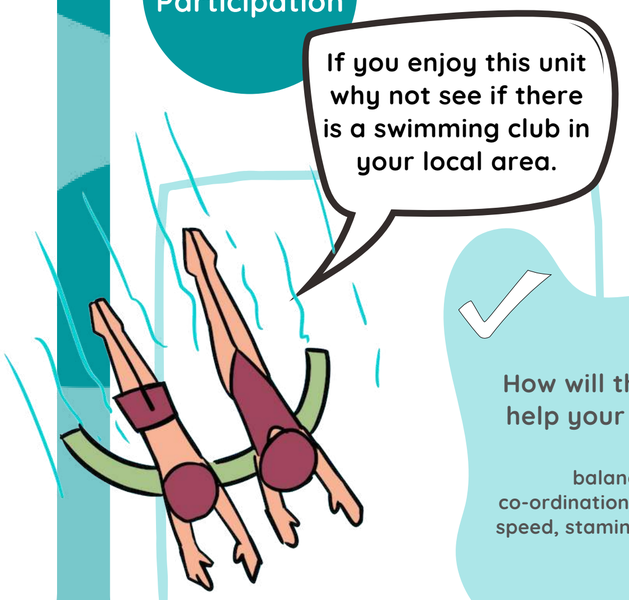
2. **Stay together, always swim with an adult**
When swimming outdoors you must always stay together. NEVER go alone.

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

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

Healthy Participation

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



How will this unit help your body?

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

Home Learning

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

Splash Tag

Get Set 4 Education

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

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

Top tip: swim underwater to avoid the splashes.

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

www.getset4education.co.uk

Knowledge Organiser
Tag Rugby Year 5 and Year 6

Get Set 4 Education

Ladder Knowledge

Sending & receiving:

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

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

Space:

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

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

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 Competitions:

The Six Nations

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

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

The World Cup

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

Can you find out who the reigning world champions are?

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

Invasion Games Key Principles

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

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

Key Vocabulary

abide: act in accordance with the rules
ball carrier: person in possession
close down: to reduce the amount of space for an opponent
consecutive: in a row
create: to make space
decision: select an outcome
dictate: to give order
draw: encourage movement of an opponent
offside: when a tag is made, all defending players must get into an onside position. Onside is in front of the ball carrier, offside is behind the ball carrier.
onside: when the defender is in front of the ball carrier
sportsmanship: play fairly, respect others and be gracious in victory and defeat
support: to help
tactic: a plan to help you attack or defend
track: to move your body to get in line with a ball that is coming towards you

Movement Skills

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

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

Social communication, support others, collaboration

Emotional honesty and fair play, confidence, determination, trust

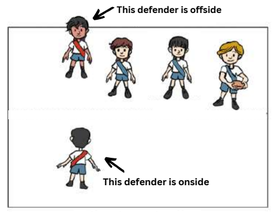
Thinking decision making, comprehension, reflection, identify strengths and areas for development, plan

Rules

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

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

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



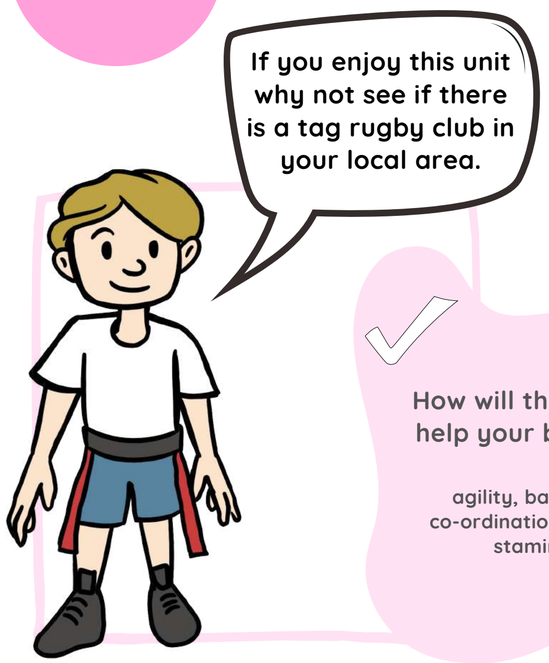
Blue team try line

Tactics

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

Healthy Participation

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

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

All four, I score

Get Set 4 Education

What you need: four socks and a partner

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

www.getset4education.co.uk

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

Knowledge Organiser
Tennis Year 5

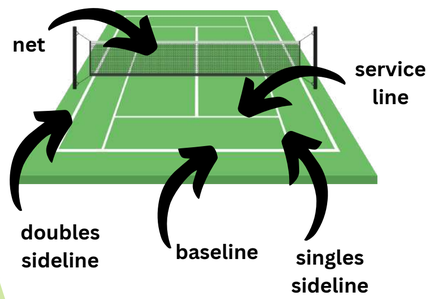
Get Set 4 Education

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

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



Net and Wall Games Key Principles

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

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

Key Vocabulary

adjust: move feet to get in a better position
baseline: the back line of the court
consecutive: in a row
continuous: keep a rally going
dominant: preferred side
groundstroke: allow the ball to bounce once
non-dominant: weaker side
option: possible choices
pressure: to add challenge
readjust: move feet again to get in a better position
release: the point at which you let go of an object
serve: used to start a game
situation: things that create what happens
tactic: a plan that helps you to attack or defend
technique: the action used correctly
volley: to play the ball before it bounces

Ladder Knowledge

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

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

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

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

Movement Skills

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

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

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

Emotional – perseverance, honesty

Thinking – observe and provide feedback, reflection, comprehension, select and apply, decision making, use of tactics

Rules

Win a point if:
- Opponent hits the ball in the net
- Opponent hits the ball out of the court area
- Opponent misses the ball or it bounces twice
- Opponent does a double fault (meaning if they serve the ball and it hits the net, doesn't land on their opponent's side, they can have another go. If they miss again it is a double fault)

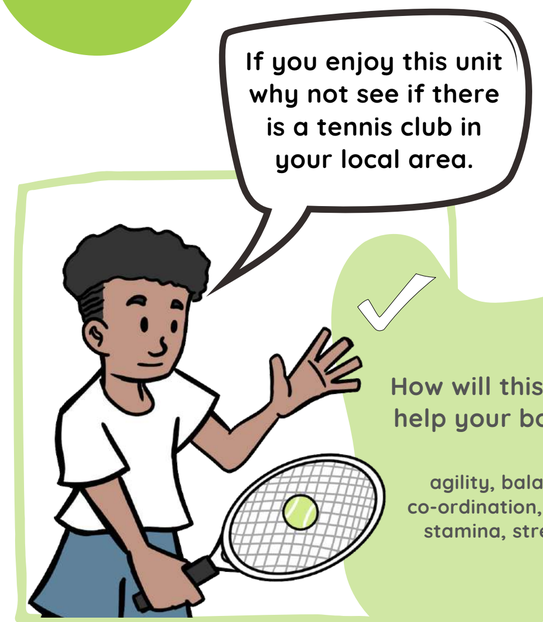
Serving rules:
- Ball must bounce over the net and before the service line. if playing on a court with line markings, the ball must also travel diagonally on court into the opposite service box.
- If the ball bounces out or does not go over the net, you have a second serve.
- If the ball hits the net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

Tactics

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

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

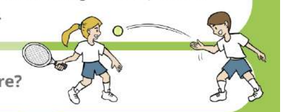
Home Learning

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

Rally

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

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



What was your highest score?

www.getset4education.co.uk

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

Knowledge Organiser
Tennis Year 6

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.

Scoring in tennis is very strange!

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

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

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

Net and Wall Games Key Principles

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

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

Key Vocabulary

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

Ladder Knowledge

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

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

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

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

Movement Skills

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

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

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

Emotional – perseverance, honesty

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

Rules

Win a point if:
- Opponent hits the ball in the net
- Opponent hits the ball out of the court area
- Opponent misses the ball or it bounces twice
- Opponent does a double fault (meaning if they serve the ball and it hits the net, doesn't land on their opponent's side, they can have another go. If they miss again it is a double fault)

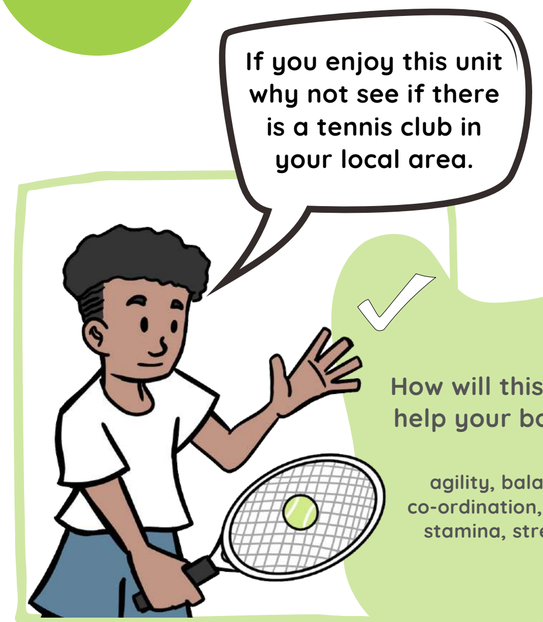
Serving rules:
- Ball must bounce over the net and before the service line. if playing on a court with line markings, the ball must also travel diagonally on court into the opposite service box.
- If the ball bounces out or does not go over the net, you have a second serve.
- If the ball hits the net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

Tactics

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

Healthy Participation

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



How will this unit help your body?

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

Home Learning

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

Champ

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

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

www.getset4education.co.uk

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

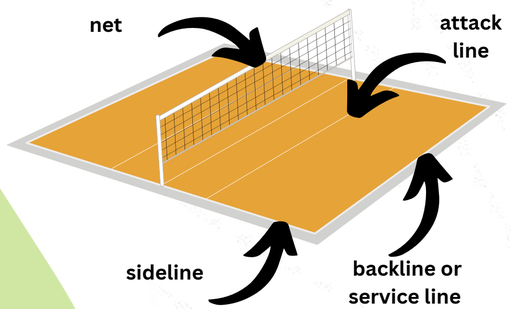
Knowledge Organiser
Volleyball Year 5 and Year 6

Get Set 4 Education

About this Unit

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

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



Net and Wall Games Key Principles

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

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

Key Vocabulary

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

Ladder Knowledge

Shots:

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

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

Serving:

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

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

Rallying:

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

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

Footwork:

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

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

Movement Skills

- set
- dig
- throw
- catch
- serving
- rallying

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

Social communication, respect, support and encourage others

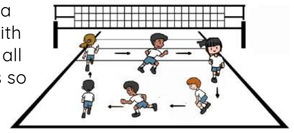
Emotional perseverance, honesty, determination

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

Rules

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

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



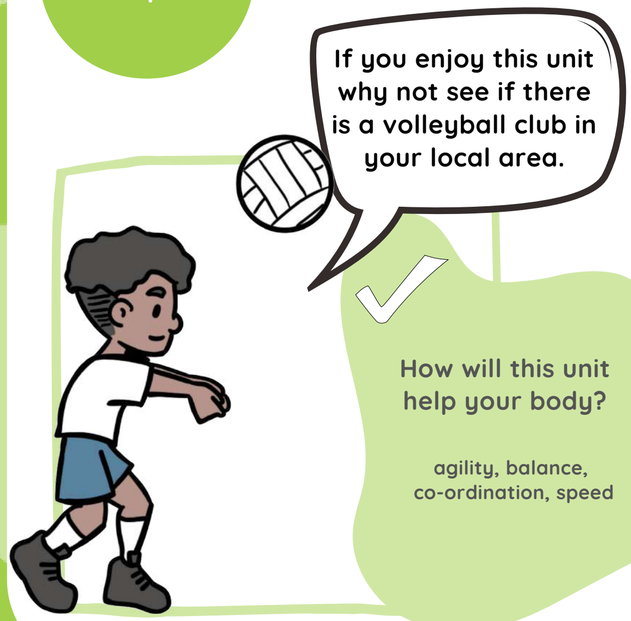
Tactics

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

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

Healthy Participation

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



How will this unit help your body?

agility, balance, co-ordination, speed

Home Learning

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

Balloon volleyball

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

Ways to play:

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

OR

2. Play 1v1 or 2v2. Create a net, you could use a skipping rope or chairs. Play against each other over the net.
- If the balloon hits the floor on your side, the other team win a point.
- If you hit the balloon and it doesn't go over the net, the other team get a point.
- Each side is allowed up to three touches on their own side of the net before the balloon must go over.

www.getset4education.co.uk

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

Knowledge Organiser
Yoga Year 5 and Year 6

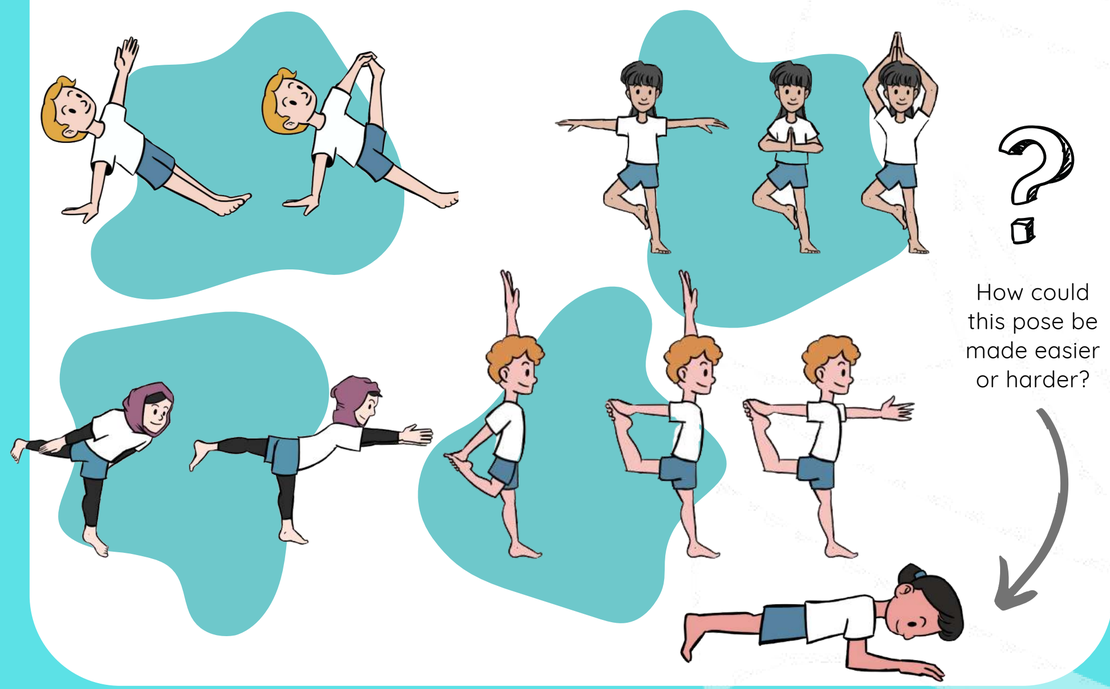
Get Set 4 Education

About this Unit

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

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

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



How could this pose be made easier or harder?

Key Vocabulary

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

Ladder Knowledge

Balance:

Year 5: you need to apply force to maintain balance in a partner pose.

Year 6: different poses will require you to apply force in different places and at different times to maintain control and balance.

Flexibility:

Year 5: you can improve your flexibility when moving with your breath.

Year 6: identify which muscles require more practice to increase your flexibility.

Strength:

Year 5: different poses will use different muscles to hold them.

Year 6: you can build up strength by practicing in your own time.

Movement Skills

- balance
- flexibility
- strength
- co-ordination

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

Social respect, co-operate leadership, communication, share ideas, work safely

Emotional focus, concentration, confidence, independence, determination

Thinking identify, create, select and apply, observe and provide feedback

Strategies

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

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

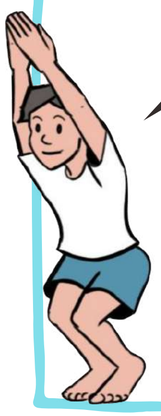
Deep breathing helps to get more oxygen into your body and helps you calm down, lower stress, and focus. Counting your breath is a great way to focus your attention. Breathe in for four counts and out for four counts.

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

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

Healthy Participation

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



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

How will this unit help your body?

balance, co-ordination, flexibility, strength

Home Learning

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

Bumble Bee Breath

Get Set 4 Education

What you need: a quiet space

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

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

Try this breath before school or after lunchtime.

www.getset4education.co.uk

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