

### About this Unit

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



You will learn the following athletic activities:

long distance running, sprinting, relay, triple jump, shot put and javelin.



### Official Athletic Events

#### Running

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

#### Jumping

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

#### Throwing

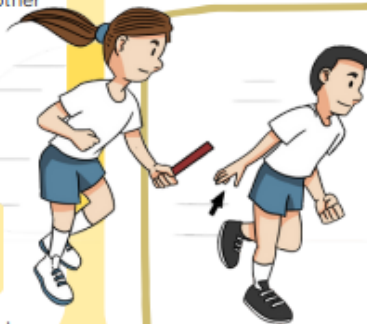
**Discus**  
**Fling throw**  
**Shot**  
Push throw  
**Hammer**  
**Fling throw**  
**Javelin**  
Pull throw

Have you seen any of these events before?



### Key Vocabulary

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



### Ladder Knowledge



#### Running:

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

#### Jumping:

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

#### Throwing:

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

### Movement Skills

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

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

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

### Rules

#### JUMPING EVENTS

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

#### THROWING EVENTS

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

### Healthy Participation



In throwing activities ensure you:

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

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

How will this unit help your body?

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

### Home Learning



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

#### Triple Jump



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

#### How to play:

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

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

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

**JUMP**  
Land two feet. Jump forward and dive hands forward.



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### About this Unit

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

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



### Official Athletic Events

#### Running

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

#### Jumping

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

#### Throwing

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

Have you seen any of these events before?

### Key Vocabulary

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

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

### Ladder Knowledge



#### Running:

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

#### Jumping:

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

#### Throwing:

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

### Movement Skills

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

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

**Social** negotiating, collaborating, respect

**Emotional** empathy, perseverance, determination

**Thinking** observing and providing feedback, comprehension

### Rules

#### JUMPING EVENTS

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

#### THROWING EVENTS

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

### Healthy Participation



In throwing activities ensure you:

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

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



How will this unit help your body?

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

### Home Learning

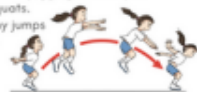
Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

#### Long Jump World Record Attempt

**What you need:** A measuring tape.

#### How to play:

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



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

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# Knowledge Organiser

## Basketball Year 5 and Year 6

### About this Unit

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

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

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

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

### Key Vocabulary



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

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

### Ladder Knowledge



**Sending & receiving:**  
**Year 5:** not having a defender between you and the ball carrier helps you to send and receive with better control.  
**Year 6:** making quick decisions about when, how and who to pass to will help you to maintain possession.

**Dribbling:**  
**Year 5:** dribbling in different directions and at different speeds will help you to lose a defender.  
**Year 6:** choosing the appropriate skill for the situation under pressure will help you maintain possession.

**Space:**  
**Year 5:** moving to space even if you do not receive the ball will help to create space for a teammate.  
**Year 6:** transitioning quickly between attack and defence will help your team to maintain or gain possession.

### Movement Skills

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

**Social**

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

**Emotional**

honesty and fair play, confidence, persevere

**Thinking**

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

### Rules

- Double dribble:** cannot dribble the ball with two hands at the same time and/or dribble the ball, catch it and then dribble again.
  - Travelling:** cannot move with the ball without dribbling it.
  - Foul:** cannot hold or push an opponent.
- If any of these rules are broken, a free pass is awarded to the other team or if a foul occurs when a player is shooting, a free shot is awarded (three steps away from the post).

### Tactics

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

### Healthy Participation



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

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

### Home Learning

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



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# Knowledge Organiser Cricket Year 5

## About this Unit

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

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

### Striking and Fielding Games Key Principles

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

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



wickets



## Key Vocabulary



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

## Ladder Knowledge



### Striking:

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

### Fielding:

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

### Throwing and catching:

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

## Movement Skills

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

### Social

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

### Emotional Thinking

honesty, perseverance, determination

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

## BOWLING

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

## OUT

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

## RUNS

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

## Rules

## Tactics

### Batters

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

### Fielders

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



## Healthy Participation

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

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

How will this unit help your body?

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



## Home Learning

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



## Roll and Run



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

### How to play:

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



Time I think... How many can you stop or that time? Repeat. Can you beat your score?

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



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

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# Knowledge Organiser Cricket Year 6

## About this Unit

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

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

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

### Striking and Fielding Games Key Principles

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

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:

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

### Fielding:

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

### Throwing and catching:

Decide who to throw to and when to throw in order to get batters out.

Accuracy, speed and consistency of throwing and catching will help to limit a batter's score.

## Movement Skills

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

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.

## 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?

### BATTING

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

### OUT

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

## Healthy Participation



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

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



How will this unit help your body?

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

## Home Learning

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



## Cricket Runs



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

### How to play:

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

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

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

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

Highest number of runs wins.



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# Knowledge Organiser

## Dance Year 5

### About this Unit

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

#### Dance by Chance

Merce Cunningham is an American composer.

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

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

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

#### Rock and Roll

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

#### Ancient Maya

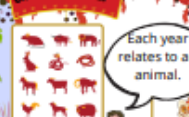
This dance takes inspiration from Ancient Maya.

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

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

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

#### Chinese New Year



Each year relates to an animal.

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

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

The lion represents joy and happiness.

### Key Vocabulary

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

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

**choreograph:** create a sequence of actions or movements

**choreography:** the sequence of actions or movements

**collaborate:** work jointly with others

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

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

**genre:** a style

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

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

**performance:** the complete sequence of actions

**phrase:** a short sequence of linked movements

**posture:** the position someone holds their body in

**quality:** the standard of the skill

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

**space:** the 'where' of movement such as levels, directions, pathways, shapes

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

**timing:** moving to the beat of the music

**transition:** moving from one action or position to another

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

### Ladder Knowledge



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

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

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

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

### Movement Skills

- actions
- dynamics
- space
- relationships

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

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

**Emotional** empathy, confidence, perseverance

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

### Strategies

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

### Healthy Participation



You should be bare foot for dance.

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



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

How will this unit help your body?

Balance, co-ordination, flexibility.

### Home Learning



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

### Dance by Chance



**What you need:** random objects

#### How to play:

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

Add music to your dance if you would like.



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# Knowledge Organiser Dance Year 6

## About this Unit

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



### STAMP, CLAP

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

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

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



### Bhangra Dance

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



### 1970s Disco

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.

- 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

### Social

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

### Emotional

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

### Thinking

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

## Strategies

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

## Healthy Participation



You should be bare foot for dance.

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

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



How will this unit help your body?

Balance, co-ordination, flexibility.

## Home Learning



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

## Word Dance

**What you need:** a book or magazine

### How to play:

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

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



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

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



Get Set 4 Education

# Knowledge Organiser Football Year 5 and Year 6

## About this Unit

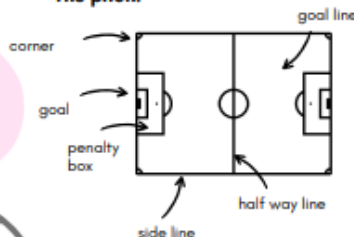
Football is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

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

### Invasion Games Key Principles

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

The pitch:



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



## Key Vocabulary

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

## Ladder Knowledge



- Sending & receiving:**
- Year 5:** not having a defender between you and the ball carrier helps you to send and receive with better control.
  - Year 6:** making quick decisions about when, how and who to pass to will help you to maintain possession.

### Dribbling:

- Year 5:** dribbling in different directions and at different speeds will help you to lose a defender.
- Year 6:** choosing the appropriate skill for the situation under pressure will help you maintain possession.

### Space:

- Year 5:** moving to space even if you do not receive the ball will help to create space for a teammate.
- Year 6:** transitioning quickly between attack and defence will help your team to maintain or gain possession.

## Movement Skills

- dribble
- pass
- receive
- track
- tackle

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

- Social** communication, respect, collaboration, co-operation
- Emotional** honesty, persevere, determination
- Thinking** assess, explore, decision making, select and apply

## Rules

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

## Tactics

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

## Healthy Participation



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

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



## How will this unit help your body?

agility, balance, co-ordination, speed, stamina

## Home Learning

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

## Star Challenge

What you need: A ball

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

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

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

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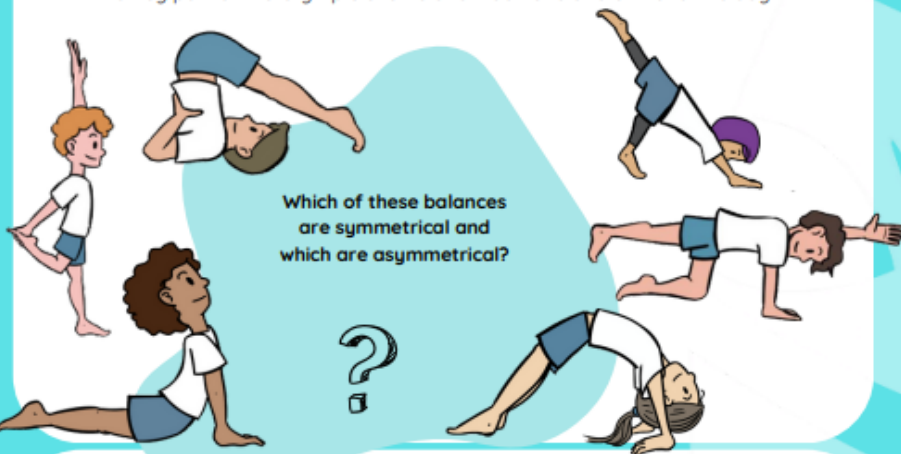


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# Knowledge Organiser Gymnastics Year 5

## About this Unit

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



Which of these balances are symmetrical and which are asymmetrical?



## Key Vocabulary

**asymmetrical:** not equal on both sides

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

**cartwheel:** an inverted movement performed on hands and feet

**decide:** to choose

**extension:** moving a body part outwards or straight

**identify:** recognise

**inverted:** where hips go above head

**matching:** to perform the same action as someone else

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

**momentum:** the direction created by weight and power

**observe:** watch

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

**performance:** the complete sequence of actions

**quality:** the standard of the skill

**stable:** to be balanced

**symmetrical:** two parts that match exactly

**synchronisation:** moving at the same time

**transition:** moving from one action or position to another



## Ladder Knowledge



### Shapes:

Shapes underpin all other skills.

### Inverted movements:

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

### Balances:

Use contrasting balances to make your sequences look interesting.

### Rolls:

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

### Jumps:

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

## Movement Skills

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

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

### Social

work safely, support others, collaboration

### Emotional

confidence, perseverance, resilience, determination

### Thinking

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

## Strategy

Use different pathways to help make your sequence look interesting.

## Healthy Participation



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

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



How will this unit help your body?

balance, co-ordination, flexibility, strength

## Home Learning



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



## Limbo



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

### How to play:

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

Rules: Only your feet can touch the floor.

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



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

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



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# Knowledge Organiser Gymnastics Year 6

## About this Unit

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

### Perfect Performance Tools



canon

synchronisation

matching

mirroring

forwards

backwards

sideways

symmetrical

asymmetrical

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



## Key Vocabulary

**aesthetics:** how a performance or skill looks

**competent:** able to perform

**contrasting:** different to one another

**counter balance:** creating a balance by pushing against a partner

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

**engage:** to activate

**execution:** completing the action

**flight:** time in the air

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

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

**progression:** a stage of a skill

**refine:** to improve the quality

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

**vault:** performing an action over a piece of apparatus



## Ladder Knowledge



### Shapes:

Use clear shapes when performing other skills.

### Inverted movements:

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

### Balances:

Apply force to maintain control and balance.

### Rolls:

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

### Jumps:

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

## Movement Skills

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

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

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

**Emotional** independence, confidence, determination

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

## Strategy

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

## Healthy Participation



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

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



How will this unit help your body?

balance, co-ordination, flexibility, strength

## Home Learning



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

## Cereal Box Challenge



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

### How to play:

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

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



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

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



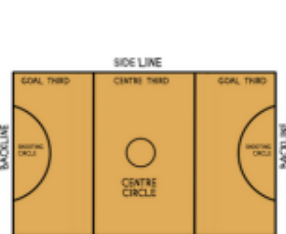
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# Knowledge Organiser

## Netball Year 5 and Year 6

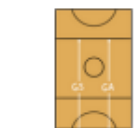
### About this Unit

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



#### Invasion Games Key Principles

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



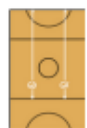
**GS and GA:** Anywhere in their own shooting goal third and the centre third, but not the other goal third.

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



**C:** Everywhere except in the semi circles.

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



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

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

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

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

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



### Key Vocabulary

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



### Ladder Knowledge



#### Sending & receiving:

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

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

#### Space:

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

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

### Movement Skills

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

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

**Social** communication, collaboration, respect

**Emotional** honesty and fair play, pride, empathise, persevere

**Thinking** select and apply, decision making, comprehension

### Rules

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

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

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

### Tactics

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

### Healthy Participation



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

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

### Home Learning

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



#### Dodge the Defender

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

#### How to play:

- Imagine the chair is a defender that you need to move around. Keep facing forward as you move your feet around the chair. Work for 20 seconds in one direction and then 20 seconds in the other direction. Repeat x 5.
- Move around the chair for 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



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



# Knowledge Organiser

## OAA Year 5

### About this Unit

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

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

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

### Compass:

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

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

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

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

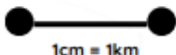


### Scale:

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.



### Key Vocabulary

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

**compromise:** come to an agreement

**concise:** give information clearly

**critical thinking:** evaluate to improve

**landmark:** a location on a map

**navigation:** plan and / or follow a route

**negotiate:** to agree on shared terms

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

**solve:** to find an answer

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

**verbal:** communication with voice

**visual:** communication with eyes



### Ladder Knowledge



#### Problem solving:

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

#### Navigational skills:

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

#### Communication:

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

#### Reflection:

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

### Movement Skills

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

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

**Social** negotiation, communication, leadership, work safely

**Emotional** empathy, confidence, resilience

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

### Rules

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

### Healthy Participation



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



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

How will this unit help your body?

balance, co-ordination, speed, stamina

### Home Learning



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



### Blindfold Obstacle Course



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

#### How to play:

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



### About this Unit

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

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

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

#### Key features of map reading:

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



### Key Vocabulary



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

### Ladder Knowledge



#### Problem solving:

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

#### Navigational skills:

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

#### Communication:

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

#### Reflection:

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

### Movement Skills

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

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

**Social** communication, collaboration, inclusion, leadership, work safely

**Emotional** trust, confidence, honesty

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

### Rules

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

#### When orienteering:

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

### Healthy Participation



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

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



#### How will this unit help your body?

balance, co-ordination, speed, stamina

### Home Learning

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



### Hamster wheel



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

#### How to play:

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



**Communication is key!**

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



# Knowledge Organiser Rounders Year 5

## About this Unit

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

### Striking and Fielding Games Key Principles

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



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

## Key Vocabulary



- backing up:** to move position to support
- close catch:** having both hands relatively close to the body to catch, little fingers together
- compete:** to play against others
- decision:** the choice made
- deep catch:** catch a ball from height, thumbs together in front of head
- limit:** to keep a score low
- long barrier:** a fielding action used to stop a ball coming at speed
- no ball:** a ball bowled outside of the rules of the game
- retrieve:** to collect and bring back
- short barrier:** creating a barrier with hands in front of feet to stop a ball travelling at slow speed
- situation:** circumstances that create the environment
- stance:** the body position taken
- tactic:** a plan or strategy
- tournament:** a competition of more than two teams

## Ladder Knowledge



- Striking:** Stance is important to allow you to be balanced as you hit.
- Fielding:** Backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.
- Throwing:** Look where the batter is before deciding where to throw.
- Catching:** Use a close catch when the ball is coming straight at you and a deep catch when it is dropping from high.

## Movement Skills

- throw
- catch
- bowl
- bat
- field

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

- Social** communication, respect, collaboration
- Emotional** honesty, confidence, perseverance, self regulation
- Thinking** assess, make decisions, comprehension, reflection, select and apply skills, tactics

## Rules

### OUTS

A player will be called out if they are:

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

## Tactics

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

## Healthy Participation



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

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



How will this unit help your body?

agility, balance, co-ordination, speed.

## Home Learning



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

### Beat the Bowler



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

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

- A good match**
- be underneath between shoulders and above the knees of the batter.
  - not bounce.
  - not be wide of the batting 'square'.



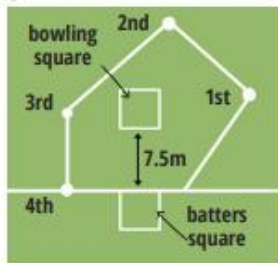
### About this Unit

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

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

#### Striking and Fielding Games Key Principles

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



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



### Key Vocabulary

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



### Ladder Knowledge



#### Striking:

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

#### Fielding:

Assess the situation before selecting the fielding action.

#### Throwing and catching:

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

### Movement Skills

- throw
- catch
- bowl
- bat
- field

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

#### Social

communication, collaboration, respect, co-operation

#### Emotional

honesty, self regulation, sportsmanship

#### Thinking

select and apply skills, reflection, assess, tactics

### Rules

#### OUTS

A player will be called out if they are:

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

### Tactics

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

### HOW TO SCORE

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

### Healthy Participation



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

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



How will this unit help your body?

agility, balance, co-ordination, speed.

### Home Learning

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



### Spell it Out

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

#### How to play:

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

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



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

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# Knowledge Organiser

## Tag Rugby Year 5 and Year 6

### About this Unit

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

#### Competitions: The Six Nations

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

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

#### Competitions: The World Cup

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

Can you find out who the reigning world champions are?

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

#### Invasion Games Key Principles

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



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

### Key Vocabulary

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



### Ladder Knowledge



#### Sending & receiving:

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

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

#### Space:

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

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

### Movement Skills

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

Social  
Emotional  
Thinking

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

communication, support others, collaboration

honesty and fair play, confidence, determination, trust

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

### Rules

#### Tagging:

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

#### Forward pass:

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

#### Offside:

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



### Tactics

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

### Healthy Participation



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

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

### Home Learning



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

### All four, I score

What you need: four socks and a partner

#### How to play:

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



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



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