

About this Unit

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



Official Athletic Events

Running

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

Jumping

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

Throwing

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

Have you seen any of these events before?



Key Vocabulary



accuracy: how close the object is to the given target

baton: equipment used in a relay event

control: being able to perform a skill with good technique

event: the name of different athletic activities

further: a greater distance

personal best: a target outcome of an individual

power: speed and strength combined

relay: a team of runners take turns to move the baton from start to finish

speed: how fast you are travelling

strength: the amount of force your body can use

technique: the action used correctly

Ladder Knowledge



Running:

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

Jumping:

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

Throwing:

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

Movement Skills

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

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

Social collaboration, work safely

Emotional determination, perseverance

Thinking observe and provide feedback, comprehension, explore technique

Rules

JUMPING EVENTS

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

THROWING EVENTS

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

Healthy Participation



In throwing activities ensure you:

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

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



How will this unit help your body?

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

Home Learning

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

It's all About the Pace



What you need: socks and a stopwatch or clock

How to play:

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

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



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

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About this Unit

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



Official Athletic Events

Running

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

Jumping

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

Throwing

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

Have you seen any of these events before?



Key Vocabulary

accuracy: how close the object is to the given target

distance: how far or how high

heave: throwing with power from low to high

launch: the point where an object is let go

measure: to mark a distance

official: referees who judge events

officiate: to be in charge of the rules

pace: how fast you are running

power: speed and strength combined

record: to make note of

speed: how fast you are travelling

stamina: the ability to move for sustained periods of time

stride: the length of the step

technique: the action used correctly

transfer of weight: movement of body weight from one place to another



Ladder Knowledge



Running:

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

Jumping:

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

Throwing:

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

Movement Skills

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

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

Social collaboration, leadership

Emotional perseverance, determination, honesty

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

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.

Rules

THROWING EVENTS

- Throws are measured from the throw line to where the object first lands.

Healthy Participation



In throwing activities ensure you:

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

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



How will this unit help your body?

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

Home Learning

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

It's all About the Pace



What you need: socks and a stopwatch or clock

How to play:

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

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



www.getset4education.co.uk

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



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About this Unit

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

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



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



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

Key Vocabulary

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



Ladder Knowledge



Sending & receiving:

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

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

Dribbling:

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

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

Space:

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

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

Attacking and defending:

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

Attacking and defending:

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

Movement Skills

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

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

Social working safely, collaboration, support and encourage others

Emotional honesty, determination, perseverance

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

Rules

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

Tactics

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

Healthy Participation



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

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

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

Body Parts

What you need: A ball

How to play:

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

Top tips:

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

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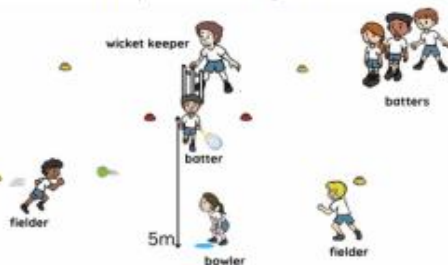
Get Set 4
Education

Knowledge Organiser Cricket Year 3

About this Unit

Cricket is a striking and fielding game. The game has one fielding and one batting team.

In cricket, players use their hands to catch balls, swing the bat to hit the ball, and field the ball while it's in motion. These actions require hand-eye coordination, which is essential for many other activities both in sports and daily life.



Striking and Fielding Games Key Principles

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

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

Key Vocabulary



accuracy: how close the object is to the given target

bow: when the bowler sends the ball to a batter

caught out: when a player catches an opponent's ball deeming them out

no ball: a bowled ball deemed to be outside of the rules

runs: what points are called in cricket

strike: to hit

tactics: a plan or strategy

technique: the action used correctly

tournament: a competition of more than two teams

track: to follow

umpire: a person who referees the game making sure the rules are followed

wicket: the three upright sticks and base

Ladder Knowledge



Striking:

Striking to space away from fielders will help you to score.

Fielding:

Communicate with teammates before throwing them a ball.

Throwing:

Overarm throwing is used for long distances and underarm throwing for shorter distances.

Catching:

Move your feet to the ball.

Movement Skills

- underarm and overarm throwing
- underarm bowling
- batting
- catching

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

Social communication, support, collaboration, respect

Emotional honesty, perseverance, determination

Thinking select and apply skills and tactics, make decisions

Rules

BOWLING

- Underarm, only one bounce allowed or deemed a no-ball.

RUNS

- 1 point for each run between the wickets.
- 4 runs for a hit past the boundary which bounces first.
- 6 runs for a hit past the boundary which doesn't bounce first.
- If a 4 or 6 is scored, the runs between wickets do not count.

Fielders

- Spread out close to boundaries to prevent 4's and 6's.
- More fielders on one side based on the batter's dominant hand.

Tactics

Healthy Participation



Always keep a safe distance between yourself and a batter. Ensure you handle the racket/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.

BATTING

- Batting teams are organised into pairs

OUT

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

Batters

- Bat to space away from fielders.

Home Learning



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

Score Runs



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

How to play:

- One player is the umpire and one the batter.
- Umpire counts how many runs the batter can complete in one minute (swap roles).

Then:

- The batter collects a ball, the umpire is now a fielder.
- The batter throws the ball and completes as many shuttle runs as they can.
- The fielder collects the ball and touches it on a marker to stop the batter.

How many runs did the batter score? Switch roles.



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



Get Set 4
Education

Knowledge Organiser

Cricket Year 4

About this Unit

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

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

Striking and Fielding Games Key Principles

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



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

Key Vocabulary



accuracy: how close the object is to the given target

bowled out: when a bowler hits the wickets

caught out: when a player catches an opponent's ball deeming them out

cushion: take the power out of an object

decision: select an outcome

grip: the way an object is held

momentum: the direction created by weight and power

no ball: a bowled ball deemed to be outside of the rules

opposition: the other team

pressure: to add challenge

retrieve: to collect

run out: when a fielder hits a wicket before the batter is there

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

tactics: a plan or strategy

technique: the action used correctly

tournament: a competition of more than two teams

two-handed pickup: fielding technique where a field can scoop the ball with two hands

wicket: the three upright sticks and base

Ladder Knowledge



Striking:
Using the centre of the bat will provide the most control and accuracy.

Fielding:
It is easier to field a ball that is coming towards you rather than away, so set up accordingly.

Throwing:
Being balanced before throwing will help to improve the accuracy of the throw.

Catching:
Track the ball as it is thrown to help you to catch more consistently.

Movement Skills

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

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

Social collaboration, communication, respect

Emotional honesty, perseverance, determination

Thinking observe and provide feedback, apply strategies

Rules

BOWLING

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

RUNS

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

Fielders

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

BATTING

- Batting teams are organised into pairs.

OUT

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

Batters

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

Healthy Participation



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



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

Hit for Wicket



What you need: a wall or chair, a ball

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

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



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

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



Get Set 4 Education

Knowledge Organiser

Dance Year 3

About this Unit

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

Machines

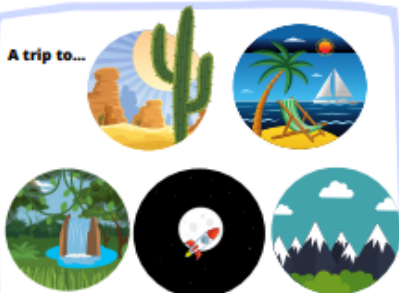
There are an estimated 10 million factories in the world.

Industrial factories use big machinery to build things such as aeroplanes, cars, computers and electrical goods (like toasters, microwaves and washing machines).

Machines are made up of different parts that make them work and control their movements...

...such as levers, cogs, pistons, pumps and chains.

A trip to...



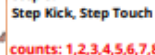
Dance Actions

LINE DANCING STEPS

Step 1: The Fan counts: 1,2,3,4,5,6,7,8



Step 3: Step Kick, Step Touch counts: 1,2,3,4,5,6,7,8



Step 2: Heel, Toe counts: 1,2,3,4,5,6,7,8



Step 4: Grapevine counts: 1,2,3,4,5,6,7,8



step forward right foot, kick with left

step backward left foot, touch toe back right

Key Vocabulary



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

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

create: to make

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

explore: to try out and discover ideas

expression: actions or gestures used to share thoughts or feelings

extend: to make longer

feedback: information given to make improvements

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

interact: to communicate with others

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

perform: to present to an audience

pose: a position, usually still

timing: moving to the beat of the music

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

Ladder Knowledge



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

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

Space: Use space to help your dance to flow.

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

Movement Skills

- actions
- dynamics
- space
- relationships

Social

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

Emotional

confidence, acceptance, sensitivity, perseverance

Thinking

select and apply actions, creativity, observe and provide feedback

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

Strategies

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

Healthy Participation



You should be bare foot for dance.

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

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



How will this unit help your body?

balance, co-ordination, flexibility.

Home Learning



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

Name Dance

How to play:

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

Show your dance to a family member or friend.



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



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Get Set 4 Education

Knowledge Organiser Dance Year 4

About this Unit

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

This dance is inspired by a spy!

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

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

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

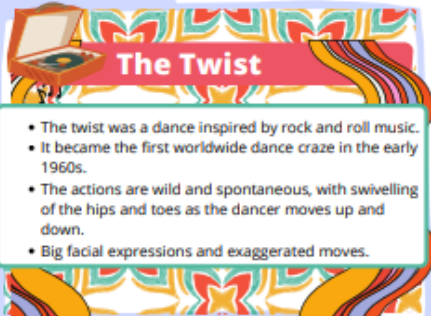
Counts 5 and 6:
Kick your right foot round in a circle.

Counts 7 and 8:
Run backwards quickly.

The Spy Set Phrase



| States of Matter | | | | |
|------------------|-----------------------------------|------------------------------------|--|---|
| | actions | dynamics | space | relationships |
| solid | kick lunge stamp step slide | strongly heavily robotically | same level straight pathways | in contact matching |
| liquid | slide wave twist ripple | smoothly fluidly gently | curved pathways varied directions | some performers in contact canon |
| gas | extend | gracefully | varied directions pathways levels | random timing not in contact spaced |



Key Vocabulary



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

action and reaction: one movement has an effect on another movement e.g. push/pull, up/down, forward/backward

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

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

expression: actions or gestures used to share thoughts or feelings

flow: actions that move from one to another easily

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

match: to perform the same action as someone else

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

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

order: the sequence of actions

performance: the complete sequence of actions

phrase: a short sequence of linked movements

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

represent: to stand for something

rhythm: a strong, regular repeated pattern of movement

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

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

timing: moving to the beat of the music

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

Ladder Knowledge



Actions:

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

Dynamics:

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

Space:

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

Relationships:

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

Movement Skills

- actions
- dynamics
- space
- relationships

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

Social co-operation, communication, inclusion, collaboration

Emotional confidence, empathy, determination

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

Strategies

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

Healthy Participation



You should be bare foot for dance.

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

Home Learning

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

Family Fun Dance

How to play:

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

You could even use your pets for ideas.

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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.

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



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Get Set 4
Education

Knowledge Organiser

Football Year 3 and Year 4

About this Unit

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

Bally ballerson!

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



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

Invasion Games Key Principles

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

Key Vocabulary

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

Ladder Knowledge



Sending & receiving:

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

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

Dribbling:

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

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

Space:

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

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

Attacking and defending:

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

Attacking and defending:

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

Movement Skills

- dribble
- pass
- receive
- track

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

Social co-operation, respect, communication

Emotional determination, honesty, persevere, independence

Thinking decision making, comprehension, select and apply, use tactics

Rules

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

Tactics

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

Healthy Participation



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

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

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

Shrink and Move

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

How to play:

- Place two markers 2m apart to create a goal and the third marker 5m away as the starting point.
- Attempt to kick the ball through the goal.
- If successful, **shrink** the goal making it smaller. Repeat, trying to kick the ball through the goal.
- If successful, **shrink** the goal again and repeat.
- When the goal is ball sized, the next challenge is to **move** the start cone back 1m.
- If successful, repeat **moving** the start cone back again.



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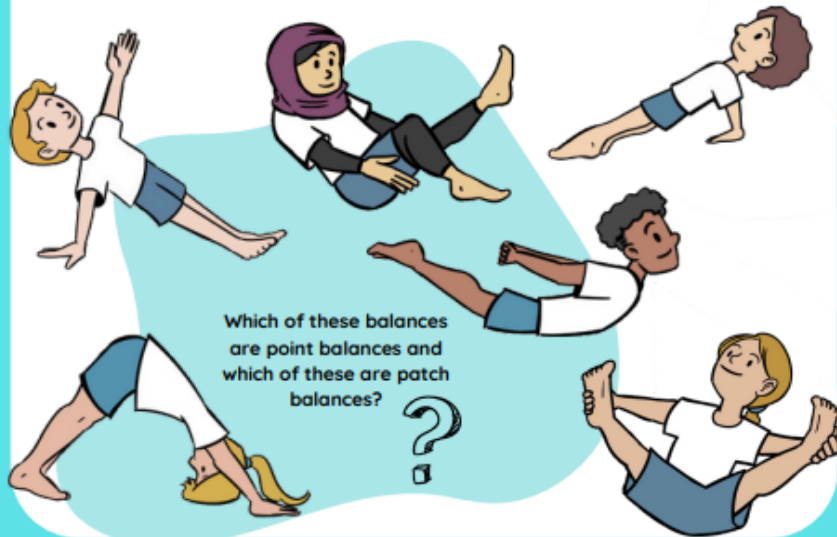
Head to our youtube channel to watch the skills videos for this unit. @getset4education136



Knowledge Organiser Gymnastics Year 3

About this Unit

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



Key Vocabulary

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



Ladder Knowledge



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

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

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

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



Movement Skills

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

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

- Social** work safely, collaboration, supportive
- Emotional** perseverance, confidence, independence
- Thinking** observe and provide feedback, creativity, select and apply skills

Strategy

Use different levels to help make your sequence look interesting.

Healthy Participation



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

Home Learning



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

Point and Patch



What you need: a soft, flat surface.

How to play:

- Create a sequence using three or four balances, include both point and patch balances.
- Add a start and finish position.
- Show a friend or family member.

Remember to hold the balances for five seconds!



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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



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

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About this Unit

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

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



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

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



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



Key Vocabulary



body tension: squeezing muscles to help to be stable when performing actions

bridge: an inverted action on hands and feet

contrast: different to one another

extend: to make longer

flow: smooth link

fluidly: flow easily

inverted: where hips go above head

landing position: a stable position used after jumping

match: the same

momentum: the direction created by weight and power

perform: to present to an audience

rotation: the circular movement of an object around a central point

sequence: a series of actions

shoulder stand: an inverted action on shoulders

stability: balanced

wrist grip: a safe grip used when performing partner or group balances



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

How will this unit help your body?

balance,
co-ordination,
flexibility, strength

Ladder Knowledge



Shapes:

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

Inverted movements:

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

Balances:

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

Rolls:

Keep the shape of your roll using body tension.

Jumps:

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

Movement Skills

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

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

Social work safely, determination, collaboration, communication, respect

Emotional confidence, perseverance

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

Strategy

Use different directions to help make your sequence look interesting.

Healthy Participation



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

Home Learning

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



Transporter



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

How to play:

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

How quickly can you move the socks?



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



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Knowledge Organiser Netball Year 3 and Year 4

About this Unit

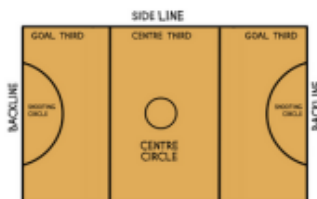
Netball is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

The positions:

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

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

The court:



Invasion Games Key Principles

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

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



Key Vocabulary

accelerate: speed up

accurate: successful in reaching the intended target

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

decision: select an outcome

delay: to slow an object or player

deny: to prevent an action happening

direction: forwards, backwards, sideways

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

intercept: to gain possession of the ball

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

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

option: possible choices

persevere: to continue trying

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

possession: to have

technique: the action used correctly

tournament: a competition of more than two teams

umpire: a person who makes sure the rules are followed



Ladder Knowledge



Sending & receiving:

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

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

Space:

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

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

Attacking and defending:

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

Attacking and defending:

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

Movement Skills

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

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

Social communication, collaboration, support others

Emotional honesty and fair play, persevere, confidence

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

Rules

- Footwork:** first foot to touch the ground when receiving a ball is the landing foot. The landing foot must remain on the ground, the other foot may be moved in any direction, pivoting on the landing foot.
- Held ball:** a player has 4 seconds to pass or shoot.
- Contact:** if a player contacts another player.
- Obstruction:** defenders are allowed one jump to mark the ball and must be 1m from the ball carrier.

Free pass is awarded to the non-offending team if the footwork and held ball rules are broken. The offending player is not out of play.

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

Tactics

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

Healthy Participation



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

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



How will this unit help your body?
agility, balance, co-ordination, speed, stamina

Home Learning

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

Skills School

What you need: A ball

How to play:

Can you complete the following skills?

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

Top tips:

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



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



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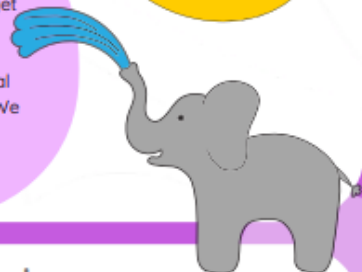
About this Unit

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

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



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



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

Key Vocabulary

- communication:** share information
- compass:** a device that shows the cardinal directions
- course:** includes a start point, control points, and a finish point when orienteering
- discuss:** talk about
- honest:** give facts
- interrupt:** to speak while others are speaking
- map:** used to show locations
- route:** the path taken
- support:** to help
- symbol:** a sign, shape or object representative of different features on a map e.g. a triangle for a mountain
- tactics:** a plan to solve a problem
- teamwork:** working with others to succeed
- trust:** to believe in others



Ladder Knowledge



Problem solving:

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

Navigational skills:

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

Communication:

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

Reflection:

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

Movement Skills

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

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

Social communication, co-operation, inclusion, collaborate

Emotional determination, trust, confidence, honesty

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

Rules

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

Healthy Participation



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



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

How will this unit help your body?

balance, co-ordination, speed, stamina

Home Learning

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



Cross the swamp

What you need: Some toys and two pillows

How to play:

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

Watch out for the cros!



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About this Unit

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

Map Reading

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

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

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



Key Vocabulary



collaborate: work jointly with others

communicate: share information

effectively: achieving a desired outcome

instructions: information to guide a task

key: information given to help identify objects on a map

leader: a person who guides others

navigate: to plan or follow a route

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

reflect: to think back on the experience

role: the job given to each person

solve: to find an answer

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

teamwork: working with others to succeed

Ladder Knowledge



Problem solving:

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

Navigational skills:

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

Communication:

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

Reflection:

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

Movement Skills

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

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

Social communication, co-operation, collaboration

Emotional determination, resilience, honesty, trust, confidence

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

Rules

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

Healthy Participation



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

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

How will this unit help your body?

balance, co-ordination, speed, stamina

Home Learning

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

At a stretch

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

How to play:

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

Rules:

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

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

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



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Knowledge Organiser Rounders Year 3

About this Unit

Rounders is a striking and fielding game. The game has one fielding team and one batting team. Batters hit a small ball and score by running around the four bases on the pitch. Rounders is thought to have originated in England as far back as the Tudor period, which was over 500 years ago.

Striking and Fielding Games Key Principles

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



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



Key Vocabulary



- accuracy:** how close the object is to the given target
- bowler:** a player on the fielding team
- caught out:** fielder catches a batted ball before it touches the ground
- collect:** to pick up
- no ball:** a bowled ball deemed to be outside of the rules
- score:** the total points for each team
- short barrier:** creating a barrier with hands in front of feet to stop a ball travelling at slow speed
- strike:** to hit
- stump:** touching a base with the ball
- stumped out:** when a fielder touches the ball to get the batter out
- tactics:** a plan or strategy
- tournament:** a competition of more than two teams
- umpire:** a person who makes sure the rules are followed

Ladder Knowledge



Striking:
Striking to space away from fielders will help you to score.

Fielding:
Look at where a batter is before deciding what to do. Communicate with teammates before throwing to them.

Throwing:
Overarm throwing is used for long distances and underarm throwing for shorter distances.

Catching:
Move your feet to the ball.

Movement Skills

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

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

Social communication, collaboration, co-operation, respect

Emotional honesty, confidence, determination

Thinking comprehension, tactics, rules

OUTS

A player will be called out if they are:

Rules

- Caught out: fielder catches a batted ball
- Stumped out: fielder stumps the post that the batter is running towards

Tactics

Using simple tactics will help your team to achieve an outcome e.g. we will spread out as fielders to cover more space.

HOW TO SCORE

- One rounder = batter runs to 4th
- A half rounder = batter gets to 2nd
- 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



Home Rounders



What you need: a ball, five markers, 2 + players

How to play:

- Create your rounders pitch with the markers. One bowling marker placed in the middle.
- Take turns to be the fielder/bowler and the batter.
- Bowler underarm bowls to the batter.
- Batter strikes the ball with the palm of their hand and runs around the bases.

Batter scores:

- One rounder for getting to the 4th marker.
- Half a rounder for getting to the second marker.

Batter must stop running if the bowler has the ball and is standing at the bowling base.

Batter is out if:

- The fielder catches the batted ball before it touches the ground.
- The fielder stumps the marker that the batter is running towards.



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



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About this Unit

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



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



Striking and Fielding Games Key Principles

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

Key Vocabulary



accuracy: how close the object is to the given target

batter: a player on the batting team

compete: take part in a contest

cushion: take the power out of an object

decision: select an outcome

limit: to reduce

no ball: a bowled ball deemed to be outside of the rules

pressure: to add challenge

retrieve: to collect

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

strike: to hit

stumped out: when a fielder touches the ball to get the batter out

tactics: a plan or strategy

technique: the action used correctly

tournament: a competition of more than two teams

two-handed pickup: fielding technique where a fielder can scoop the ball with two hands

umpire: a person who makes sure the rules are followed

Ladder Knowledge



Striking:

Using the centre of the bat will provide the most control and accuracy.

Fielding:

It is easier to field a ball that is coming towards you than away, so set up accordingly.

Throwing:

Being balanced before throwing will help to improve the accuracy of the throw.

Catching:

Track the ball as it is thrown to catch more consistently.

Movement Skills

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

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

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

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

Rules

Tactics

Applying attacking tactics will help to score points and avoid getting out. Applying defending tactics will help to deny space, get opponents out and limit points.

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.

Home Learning

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

Kick Rounders

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

How to play:

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

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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.



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



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Knowledge Organiser

Tag Rugby Year 3 and Year 4

About this Unit

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

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

Invasion Games Key Principles

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

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



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

Key Vocabulary

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

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

Ladder Knowledge



- | | | | |
|---|--|---|---|
| Sending & receiving: | Space: | Attacking and defending: | Attacking and defending: |
| Year 3: point your hands to your target when throwing to help to send the ball accurately. | Year 3: spreading out as a team will help to move the defenders away from each other. | Year 3: as an attacker you need to maintain possession and score goals. As a defender you need to stop the opposition and gain possession. | Year 4: as an attacker shoot when close to goal or if there is a clear path. Pass when a teammate is free and in good space. As a defender mark a player to stop them from being an option. Try to intercept the ball as it is passed. |
| Year 4: cushioning a ball will help you to control it when catching it. | Year 4: moving into space will help your team keep possession and score goals. | | |

Movement Skills

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

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

Social support others, inclusion, communication, collaboration, respect

Emotional determination, honesty, independence, perseverance

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

Rules

Tagging:

- Players wear two tags, one on each side.
- Players cannot physically push off a defender when they are attempting to go for a tag and cannot spin around, guard or shield tags in any way.
- When tagging, hold up the tag and shout "tag two" 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.

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

The Rescuer

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

How to play:

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



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



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