

# Knowledge Organiser

## Athletics Year 3

### About this Unit

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



### Official Athletic Events

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

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

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

Have you  
seen any of  
these events  
before?



### Key Vocabulary



**accuracy:** how close the object is to the given target

**baton:** equipment used in a relay event

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

**event:** the name of different athletic activities

**further:** a greater distance

**personal best:** a target outcome of an individual

**power:** speed and strength combined

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

**speed:** how fast you are travelling

**strength:** the amount of force your body can use

**technique:** the action used correctly

### Ladder Knowledge



#### Running:

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

#### Jumping:

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

#### Throwing:

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

### Movement Skills

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

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

**Social** collaboration, work safely

**Emotional** determination, perseverance

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

### Rules

#### JUMPING EVENTS

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

#### THROWING EVENTS

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

### Healthy Participation



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

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



How will this unit help your body?

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

### Home Learning

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

#### It's all About the Pace



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

#### How to play:

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

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



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

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

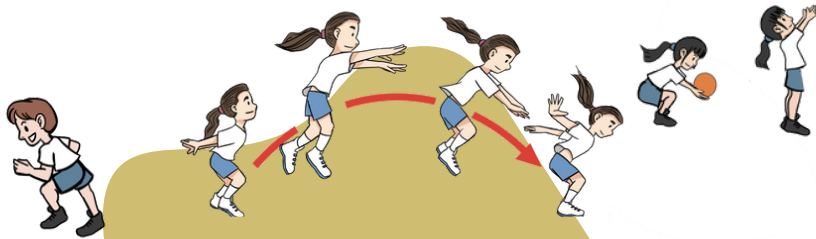
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# Knowledge Organiser

## Athletics Year 4

### About this Unit

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



### Official Athletic Events

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

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

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

Have you  
seen any of  
these events  
before?



### Key Vocabulary

**accuracy:** how close the object is to the given target

**distance:** how far or how high

**heave:** throwing with power from low to high

**launch:** the point where an object is let go

**measure:** to mark a distance

**official:** referees who judge events

**officiate:** to be in charge of the rules

**pace:** how fast you are running

**power:** speed and strength combined

**record:** to make note of

**speed:** how fast you are travelling

**stamina:** the ability to move for sustained periods of time

**stride:** the length of the step

**technique:** the action used correctly

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



### Ladder Knowledge



#### Running:

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

#### Jumping:

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

#### Throwing:

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

### Movement Skills

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

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

**Social** collaboration, leadership

**Emotional** perseverance, determination, honesty

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

### JUMPING EVENTS

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

### THROWING EVENTS

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

### Rules

### 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

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### It's all About the Pace



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

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- How many laps did you complete?

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



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## Ball Skills Year 3 and Year 4

### About this Unit

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



### Examples of games that use ball skills:



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

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

### Key Vocabulary



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

### Ladder Knowledge



#### Sending:

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

#### Catching:

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

#### Tracking:

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

#### Dribbling:

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

### Movement Skills

- track
- throw
- catch
- dribble
- kick

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

#### Social

communication, work safely, collaboration

#### Emotional

perseverance, personal challenge, calmness, fairness

#### Thinking

provide feedback, tactics, comprehension, reflection, make decisions

### Strategy

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

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

### Healthy Participation



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

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

### 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)



### Kerby



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

#### How to play:

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

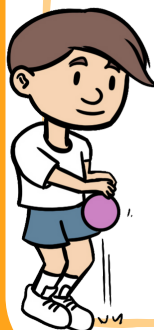
Play with more people by playing in teams.

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

If you enjoy this unit why not see if there is a ball game e.g. a basketball 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

## Basketball Year 3 and Year 4

### About this Unit

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

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



#### Invasion Games Key Principles

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

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



### Key Vocabulary

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



### Ladder Knowledge



#### Sending & receiving:

**Year 3:** point your hands to your target when throwing to 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](http://www.getset4education.co.uk)

### Body Parts

**What you need:** A ball

#### How to play:

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

#### Top tips:

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



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



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## Cricket Year 3 and Year 4

### About this Unit

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

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

### Striking and Fielding Games Key Principles

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

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



### Key Vocabulary



**accuracy:** how close the object is to the given target

**bowled out:** when a bowler hits the wickets

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

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

**decision:** select an outcome

**grip:** the way an object is held

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

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

**opposition:** the other team

**pressure:** to add challenge

**retrieve:** to collect

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

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

**tactics:** a plan or strategy

**technique:** the action used correctly

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

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

**wicket:** the three upright sticks and base

### Ladder Knowledge



**Year 3:** striking to space away from fielders will help you to score.

**Year 4:** using the centre of the bat will provide the most control and accuracy.

### Striking:

**Year 3:** look at where a batter is before deciding what to do. Communicate with teammates before throwing them a ball.

**Year 4:** it is easier to field a ball that is coming towards you rather than away so set up accordingly.

### Fielding:

**Year 3:** overarm throwing is used for long distances and underarm throwing for shorter distances.

**Year 4:** being balanced before throwing will help to improve the accuracy of the throw.

### Throwing:

### Catching:

**Year 3:** move your feet to the ball.

**Year 4:** track the ball as it is thrown to help you to catch more consistently.

### Movement Skills

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

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

**Social** collaboration, communication, respect

**Emotional** honesty, perseverance, determination

**Thinking** observe and provide feedback, apply strategies

### Rules

### BOWLING

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

### RUNS

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

### Fielders

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

### Tactics

### Healthy Participation



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

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



How will this unit help your body?

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

### BATTING

- Batting teams are organised into pairs

### 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

### 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.



### Home Learning

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

### Hit for Wicket



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

### How to play:

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

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



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

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

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



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## Dance Year 3

### About this Unit

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

#### Machines

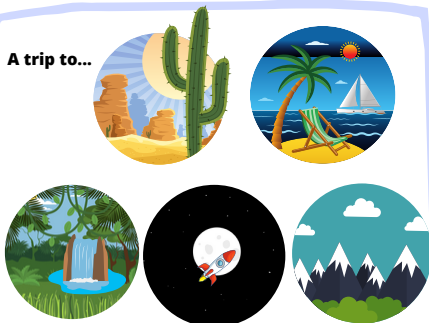
There are an estimated 10 million factories in the world.

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

counts: 1,3,5,7

##### 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

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

#### Social

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

#### Emotional

confidence, acceptance, sensitivity, perseverance

#### Thinking

select and apply actions, creativity, observe and provide feedback

#### Strategies

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

#### Healthy Participation



You should be bare foot for dance.

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

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



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

balance, co-ordination, flexibility.

### Home Learning

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



[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

## 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.

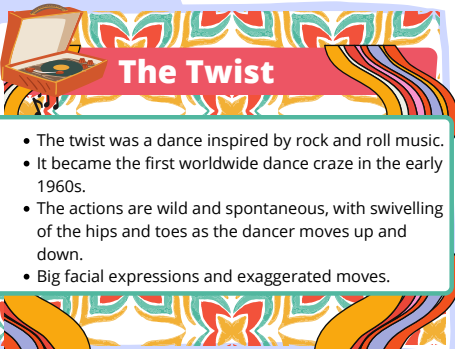
The Spy Set Phrase



#### CARNIVAL TIME

Samba music has its roots in Brazilian and African music.

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



#### The Twist

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

#### States of Matter

solid	actions	dynamics	space	relationships
	kick lunge stamp step slide	strongly heavily robotically	same level straight pathways	unison side by side in contact matching
	slide wave twist ripple extend	smoothly fluidly gently gracefully	curved pathways varied directions	some performers in contact canon
	spin leap roll jump kick	smoothly gently fluidly	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](http://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.

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



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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# Knowledge Organiser

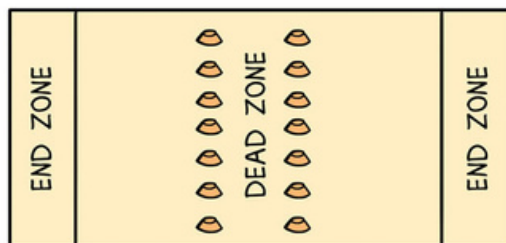
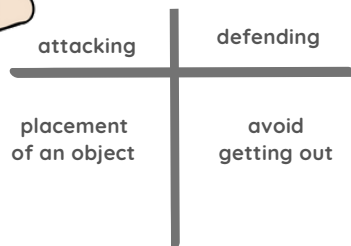
## Dodgeball Year 3 and Year 4

### About this Unit

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



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



Dodgeball originated in Africa over 200 years ago!

### Key Vocabulary



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

### Ladder Knowledge



#### Throwing:

- Year 3:** throw slightly ahead of a moving target.
- Year 4:** one handed throws are used for speed and accuracy. Keep your elbow high and step with your opposite foot to increase the power.

#### Catching:

- Year 3:** begin in a ready position to help you react to the ball.
- Year 4:** move your feet to the ball and pull it in to your chest to help you to catch more consistently.

### Movement Skills

- throw
- catch
- dodge
- jump

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

**Social** respect, communication, collaboration

**Emotional** honesty, perseverance

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

### OUTS

A player is 'out' when:

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

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

### Rules

### Tactics

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

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

### Healthy Participation



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

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



How will this unit help your body?

agility, balance, co-ordination, speed.

### Home Learning



#### Dodge or Catch

**What you need:** 1 soft ball or a pair of rolled up socks, 2 players.

#### How to play:

- Players stand 3m apart.
- One player begins as the thrower.
- Thrower tries to hit their opponent below the shoulders to win 1 point.
- If the opponent catches the throw they win 1 point.
- Have 5 turns then change over.



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



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

# Knowledge Organiser

## Fitness Year 3 and Year 4

### About this Unit

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

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



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



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

### Key Vocabulary

**accelerate:** speed up

**agility:** the ability to change direction quickly

**balance:** the ability to maintain stability when stationary (static balance) or when moving (dynamic balance)

**co-ordination:** moving two or more body parts at the same time

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

**decelerate:** slow down

**direction:** forwards, backwards, sideways

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

**muscle:** tissue that helps us to move our bodies

**progress:** to improve

**react:** to respond to quickly

**record:** to make note of

**speed:** how fast you are travelling

**stamina:** the ability to move for sustained periods of time

**static:** on the spot

**strength:** the amount of force your body can use

**technique:** the action used correctly



### Ladder Knowledge



#### Agility:

**Year 3:** agility helps us with everyday tasks.

**Year 4:** keep your elbows bent when changing direction to help you to stay balanced.

#### Balance:

**Year 3:** balance helps us with everyday tasks.

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

#### Co-ordination:

**Year 3:** co-ordination helps us with everyday tasks.

**Year 4:** if you begin in a ready position, you can react quicker.

#### Speed:

**Year 3:** leaning slightly forwards helps to increase speed. Leaning your body in the opposite direction to travel helps to slow down.

**Year 4:** a high knee drive, pumping your arms and running on the balls of your feet will give you more power.

#### Strength:

**Year 3:** when completing strength activities, they need to be performed slowly and with control to help you to stay safe.

**Year 4:** strength comes from different muscles and it can be improved in different ways.

#### Stamina:

**Year 3:** stamina helps us in other life activities.

**Year 4:** you need to pace yourself when running further or for a long period of time.

### Movement Skills

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

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

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

**Emotional** perseverance, determination, honesty

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

### Strategy

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

### Healthy Participation



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

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



How will this unit help your body?

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

### Home Learning

#### Stickman



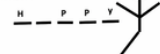
**What you need:** A pen and piece of paper, one player, one person to choose the words.

#### How to play:

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

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

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



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

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



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

# Knowledge Organiser

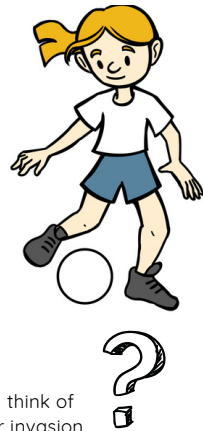
## Football Year 3 and Year 4

### 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.



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

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



### Key Vocabulary

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

### Ladder Knowledge



#### Sending & receiving:

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

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

#### Dribbling:

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

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

#### Space:

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

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

#### Attacking and defending:

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

#### Attacking and defending:

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

### Movement Skills

- dribble
- pass
- receive
- track

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

#### Social

co-operation, respect, communication

#### Emotional

determination, honesty, persevere, independence

#### Thinking

decision making, comprehension, select and apply, use tactics

### Rules

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

### Tactics

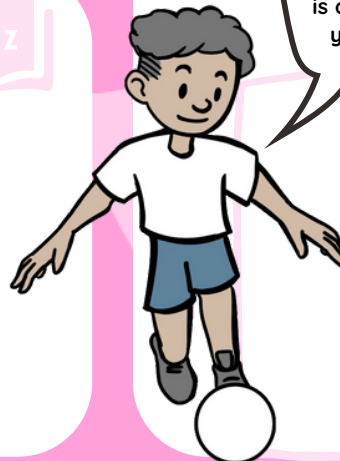
Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals.

### Healthy Participation



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

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



How will this unit help your body?



agility, balance, co-ordination, speed, stamina

### Home Learning



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

### Shrink and Move

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

#### How to play:

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



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# Knowledge Organiser

## Fundamentals Year 3 and Year 4

### About this Unit

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

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

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

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



### Key Vocabulary



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

### Ladder Knowledge



#### Running:

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

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

#### Balancing:

**Year 3:** balance helps us with everyday tasks.

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

#### Jumping and hopping:

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

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

#### Skipping:

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

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

### Movement Skills

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

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

**Social** respect, collaboration, support and encourage others

**Emotional** determination, perseverance, honesty

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

### Strategy

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

### Healthy Participation



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

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

### 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)

### Change it

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

#### How to play:

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

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

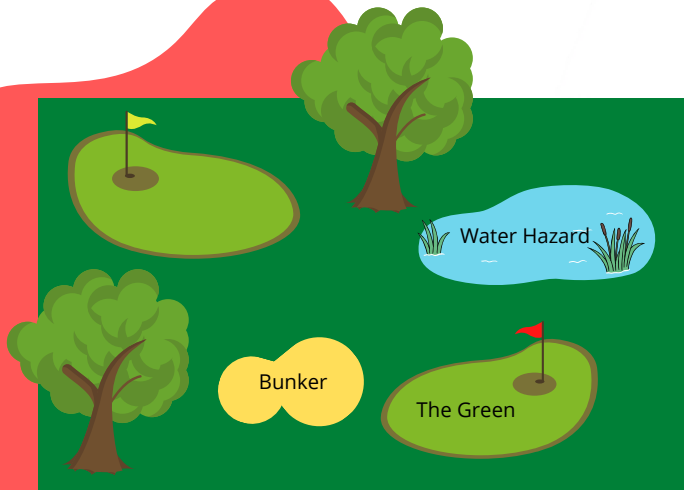


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# Knowledge Organiser Golf Year 3 and Year 4

## About this Unit

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



## Key Vocabulary

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



## Ladder Knowledge



## Striking

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

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

## Movement Skills

- balance
- co-ordination
- striking

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

**Social** work safely, support and encourage others, collaboration, respect, communication  
**Emotional** perseverance, determination, honesty  
**Thinking** comprehension, observation, provide feedback, select and apply skills

## Rules

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

## Healthy Participation



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

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



How will this unit help your body?

balance and co-ordination

## Home Learning

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

## Hit it to Win it

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

### How to play:

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



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



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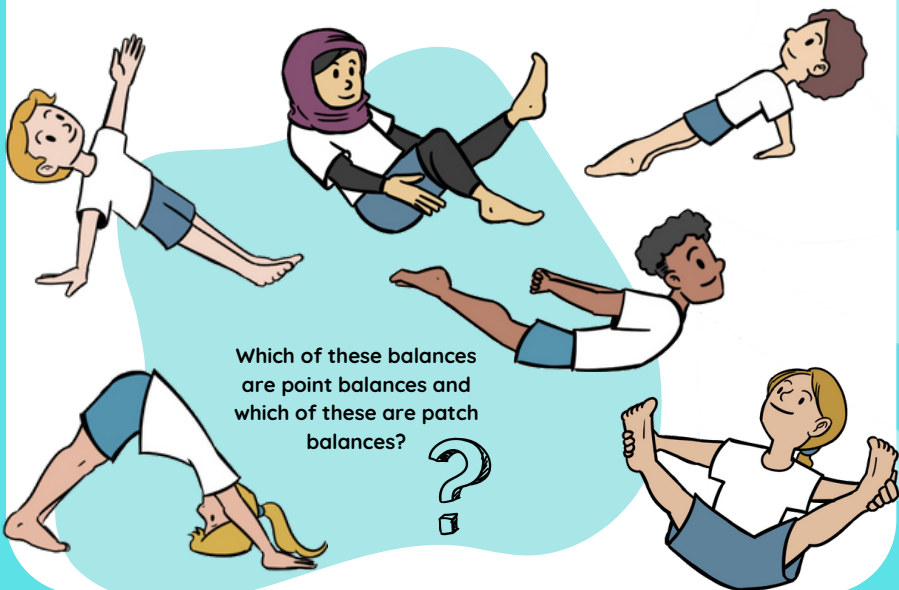


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# Knowledge Organiser Gymnastics Year 3

## 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.



Which of these balances are point balances and which of these are patch balances?



## 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](http://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!



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

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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Education

# Knowledge Organiser

## Gymnastics Year 4

### About this Unit

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

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



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

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



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



### Key Vocabulary



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

**bridge:** an inverted action on hands and feet

**contrast:** different to one another

**extend:** to make longer

**flow:** smooth link

**fluidly:** flow easily

**inverted:** where hips go above head

**landing position:** a stable position used after jumping

**match:** the same

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

**perform:** to present to an audience

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

**sequence:** a series of actions

**shoulder stand:** an inverted action on shoulders

**stability:** balanced

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

### Ladder Knowledge



#### Shapes:

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

#### Inverted movements:

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

#### Balances:

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

#### Rolls:

Keep the shape of your roll using body tension.

#### Jumps:

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

### Movement Skills

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

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

**Social**

work safely, determination, collaboration, communication, respect

**Emotional**

confidence, perseverance

**Thinking**

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

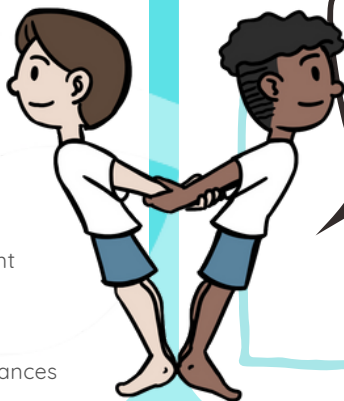
### Strategy

Use different directions to help make your sequence look interesting.

### Healthy Participation



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



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

How will this unit help your body?

balance,  
co-ordination,  
flexibility, strength

### Home Learning



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

### Transporter



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

#### How to play:

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

How quickly can you move the socks?



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



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# Knowledge Organiser

## Handball Year 3 and Year 4

### About this Unit

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

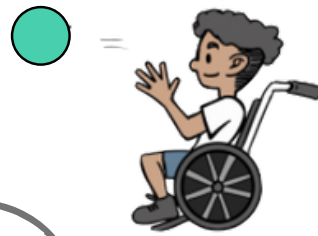
Games similar to handball can be traced back to ancient Egypt, Greece and Rome.

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

#### Invasion Games Key Principles

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

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



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



### Key Vocabulary

**accelerate:** speed up  
**accuracy:** how close the object is to the given target  
**accurately:** hit with aim  
**decision:** select an outcome  
**delay:** to slow an object or player  
**direction:** forwards, backwards, sideways  
**gain:** get possession of the ball  
**intercept:** to gain possession of the ball  
**invasion:** a game of two teams who invade each other's space to score goals

**momentum:** the direction created by weight and power  
**opponent:** someone not on your team  
**opposing:** in competition with  
**option:** possible choices  
**possession:** to have  
**referee:** the person who makes sure the rules are followed  
**speed:** how fast you are travelling

#### Ladder Knowledge



#### Sending & receiving:

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

**Year 4:** cushioning the 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

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

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

**Social**

kindness, communication, co-operation

**Emotional**

honesty and fair play, determination, perseverance, confidence

**Thinking**

decision making, select and apply, problem solving, comprehension

#### Rules

##### The rule of three:

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

#### 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 handball 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)

#### Hit the Spot

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

##### How to play:

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



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

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



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# Knowledge Organiser

## Hockey Year 3 and Year 4

### About this Unit

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

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

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

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



#### Invasion Games Key Principles

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



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

### Key Vocabulary

**accelerate:** speed up  
**control:** being able to perform a skill with good technique  
**cushion:** take the power out of an object  
**decision:** select an outcome  
**delay:** to slow an object or player  
**gain:** get possession of the ball  
**invasion:** a game of two teams who invade each other's space to score goals  
**opposition:** the other team  
**option:** possible choices  
**possession:** to have  
**receive:** to collect or stop a ball that is sent to you  
**referee:** the person who makes sure the rules are followed  
**tackle:** to stop an opposing player with the ball  
**tournament:** a competition of more than two teams



### Ladder Knowledge



#### Sending & receiving:

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

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

#### Dribbling:

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

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

#### Space:

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

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

#### Attacking and defending:

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

#### Attacking and defending:

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

### Movement Skills

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

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

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

**Emotional** honesty, perseverance, determination

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

### Rules

#### Feet:

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

#### Sticks:

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

#### Free pass:

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

### Tactics

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

### Healthy Participation



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

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina



### Home Learning

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



### Hockey Obstacle



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

#### How to play:

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

[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 3 and Year 4

### About this Unit

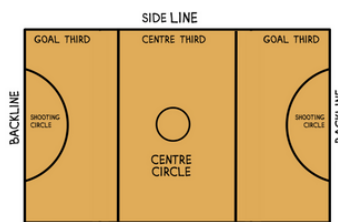
Netball is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

#### The positions:

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

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

The court:



### Invasion Games Key Principles

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

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



### Key Vocabulary

**accelerate:** speed up

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

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

**decision:** select an outcome

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

**deny:** to prevent an action happening

**direction:** forwards, backwards, sideways

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

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

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

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

**option:** possible choices

**persevere:** to continue trying

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

**possession:** to have

**technique:** the action used correctly

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

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

### Ladder Knowledge



#### Sending & receiving:

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

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

#### Space:

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

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

#### Attacking and defending:

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

#### Attacking and defending:

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

### Movement Skills

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

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

**Social** communication, collaboration, support others

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

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

### Rules

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

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

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

### Tactics

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

### Healthy Participation



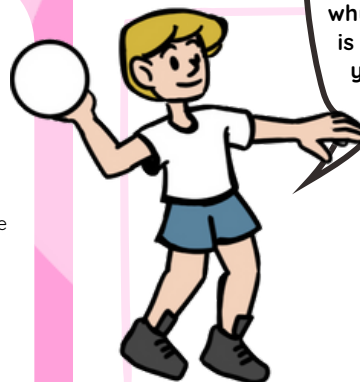
- Make sure any unused equipment is stored in a safe place.

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina



### Home Learning

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



### Skills School

**What you need:** A ball

#### How to play:

Can you complete the following skills?

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

#### Top tips:

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



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



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# Knowledge Organiser

## OAA Year 3

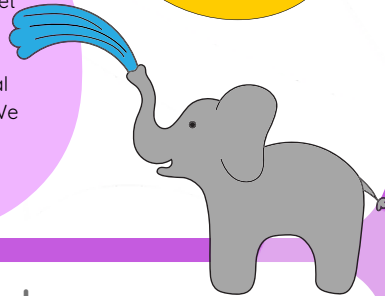
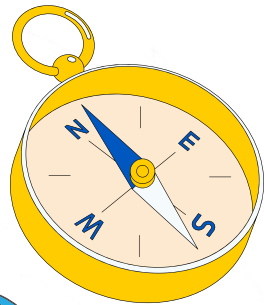
### About this Unit

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

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

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

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



### Key Vocabulary

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



### Ladder Knowledge



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

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

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

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

### Movement Skills

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

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

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

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

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

### Rules

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

### Healthy Participation



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



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

How will this unit help your body?

balance, co-ordination, speed, stamina

### Home Learning

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



### Cross the swamp

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

#### How to play:

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

**Watch out for the crocs!**



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# Knowledge Organiser

## OAA Year 4

### About this Unit

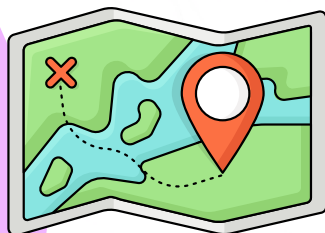
OAA stands for Outdoor Adventurous Activities. These activities can be land based e.g. rock climbing, abseiling, orienteering, they can be water based e.g. kayaking, surfing, sailing or air based e.g. parachuting or paragliding. All of these activities require problem solving, collaboration, decision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

### Map Reading

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

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

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



### Key Vocabulary



**collaborate:** work jointly with others

**communicate:** share information

**effectively:** achieving a desired outcome

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

**leader:** a person who guides others

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

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

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

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

**solve:** to find an answer

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

**teamwork:** working with others to succeed

### Ladder Knowledge



#### Problem solving:

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

#### Navigational skills:

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

#### Communication:

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

#### Reflection:

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

### Movement Skills

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

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

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

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

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

### Rules

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

### Healthy Participation



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

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

How will this unit help your body?

balance, co-ordination, speed, stamina



### Home Learning

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



### At a stretch



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

#### How to play:

- Begin standing on one piece of paper.

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

#### Rules:

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

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

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



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# Knowledge Organiser

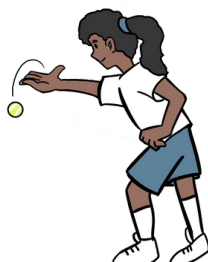
## Rounders Year 3 and Year 4

### About this Unit

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

#### Striking and Fielding Games Key Principles

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



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



### Key Vocabulary

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



### Ladder Knowledge



#### Striking:

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

#### Fielding:

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

#### Throwing:

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

#### Catching:

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

### Movement Skills

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

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

### Rules

### Tactics

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

### Healthy Participation



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

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



How will this unit help your body?

agility, balance, co-ordination, speed.



### Home Learning

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



### Kick Rounders

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

#### How to play:

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

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



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# Knowledge Organiser






## Swimming Year 3 and Year 4

### About this Unit



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

#### Let's see why:

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

### Key Vocabulary



**alternate:** one then the other

**backstroke:** a swimming style performed on the back

**breaststroke:** a swimming style performed on the front

**breathing:** when a swimmer chooses to breathe

**buoyancy:** how able an object is to float in water

**crawl:** a type of stroke

**floating:** the ability to stay on the water's surface

**front crawl:** a stroke used in swimming

**glide:** move across the water with a smooth continuous movement

**H.E.L.P position:** Heat Escape Lessening Posture: a position for floating in cold water when wearing a life jacket and awaiting rescue

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

**huddle:** a position for two or more people floating in cold water wearing life jackets and awaiting rescue

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

**sculling:** quick movements of the hands to keep the head above the water

**sidestroke:** a stroke where the swimmer lies on their side, helpful as a lifesaving stroke as it uses less energy

**sinking:** travelling lower than the surface

**stroke:** the style of swimming, there are four competitive strokes: butterfly, backstroke, breaststroke, freestyle

**submerge:** to be underwater

**surface:** where the water ends

**surface dive:** to go beneath the water

**survival:** the act of living

**tactics:** a plan or strategy

**technique:** the action used correctly

**treading water:** a survival technique used to keep the head above the water

**water safety:** actions to keep people safe around water

### Ladder Knowledge



#### Strokes:

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

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

#### Breathing:

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

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

#### Water safety:

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

**Year 4:** if you fall in the water float.

### Movement Skills

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

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

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

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

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

### Rules

#### 1. Stop and think, always swim in a safe place

When swimming outdoors preferably swim at a lifeguard beach, organised session or a supervised space.

#### 2. Stay together, always swim with an adult

When swimming outdoors you must always stay together. NEVER go alone.

#### 3. Float

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

#### 4. Call 999

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

### Healthy Participation



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

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



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

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

### Home Learning



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

### Dolphin Dash



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

#### How to play:

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



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

# 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:

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

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

#### Space:

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

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

#### Attacking and defending:

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

#### Attacking and defending:

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

### Movement Skills

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

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

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

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

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

### Rules

#### Tagging:

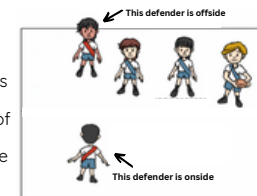
- Players wear two tags, one on each side.
- Players cannot physically push off a defender when they are attempting to go for a tag and cannot spin around, guard or shield tags in any way.
- When tagging, hold up the tag and shout 'tag...' followed by the number tag it is e.g. 'tag two' then give the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

#### Forward pass:

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

#### Offside:

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



Blue team try line

### Tactics

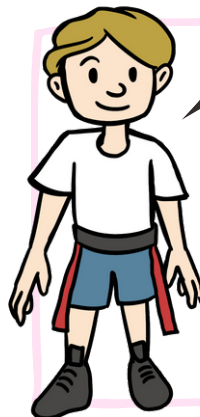
Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals.

### Healthy Participation



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

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

### Home Learning

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

### The Rescuer

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

#### How to play:

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



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

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



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# Knowledge Organiser

## Tennis Year 3

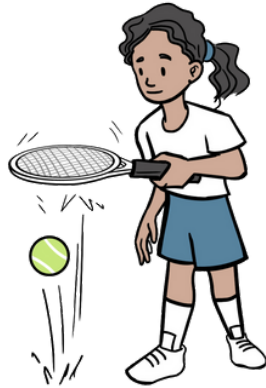
### About this Unit

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

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

#### Net and Wall Games Key Principles

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



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



### Key Vocabulary

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

### Ladder Knowledge



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

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

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

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

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

### Movement Skills

- throw
- catch
- forehand
- backhand
- rallying

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

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

**Emotional** honesty, perseverance

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

### Rules

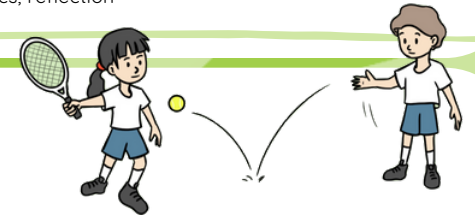
Win a point if:

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

### Tactics

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

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



### Healthy Participation



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

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



How will this unit help your body?

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



### Home Learning

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

#### Knee Boxing

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

**How to play:**

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



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

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



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# Knowledge Organiser

## Tennis Year 4

### About this Unit

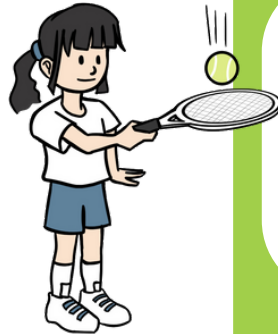
Tennis is a net and wall game. It is played over a net with a racket and ball and can be played as a 'singles' (1v1) competition or 'doubles' (2v2) competition.

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

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

#### Net and Wall Games Key Principles

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



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



### Key Vocabulary

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



#### Ladder Knowledge



#### Shots:

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

#### Rallying:

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

#### Footwork:

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

#### Movement Skills

- throw
- catch
- forehand
- backhand
- rallying

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

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

**Emotional** perseverance, honesty, determination

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

#### Rules

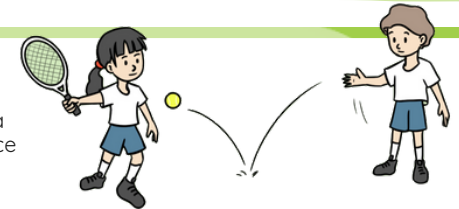
##### Win a point if:

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

#### Tactics

##### Attacking:

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



##### Defending:

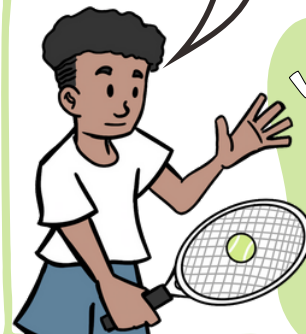
- Move quickly to a ready position in the centre of the space.
- Cover the space between you when playing with someone else.

#### Healthy Participation



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

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



How will this unit help your body?

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

### Home Learning

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

#### Jeu de Paume (Palm Game)

**What you need:** a ball and a wall

##### How to play:

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

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

Playing against a wall, can you...

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



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



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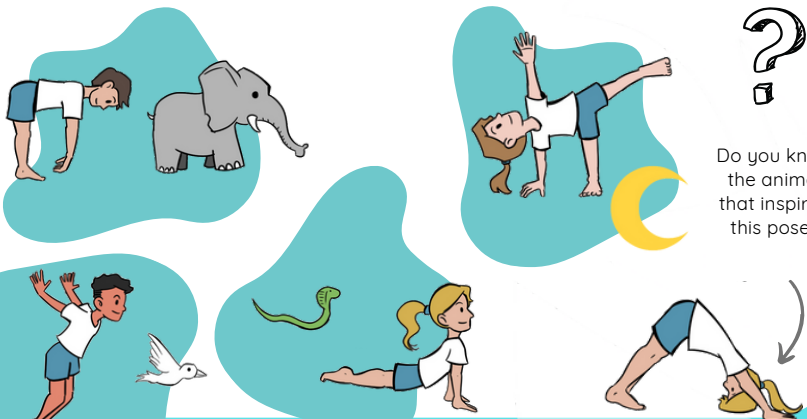
# Knowledge Organiser

## Yoga Year 3 and Year 4

### About this Unit

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

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



Do you know the animal that inspired this pose?

### Key Vocabulary

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



### Ladder Knowledge



**Balance:**  
**Year 3:** use the whole of the body part in contact with the floor, it will help you to balance.  
**Year 4:** move with your breath, it will help you to balance.

### Flexibility:

**Year 3:** if you move as you breathe out you can stretch a little bit further.  
**Year 4:** different poses will need you to extend different body parts.

### Strength:

**Year 3:** you will need to use different muscles for different poses.  
**Year 4:** people have different levels of strength.

### Movement Skills

- balance
- flexibility
- strength
- co-ordination

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

**Social** working safely, supporting others, sharing ideas, collaboration, respect  
**Emotional** confidence, determination, integrity, focus  
**Thinking** recall, creativity, selecting actions, providing feedback, reflection

### Strategies

#### Use your breath to help you to focus.

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

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

#### Mindfulness is a personal journey.

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

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

### Healthy Participation



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

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



How will this unit help your body?

balance, co-ordination, flexibility, strength

### Home Learning

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

### Your Flow

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



**How to play:**

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

Remember to move slowly and breathe deeply.

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



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