

About this Unit

Being fit means our bodies are strong and healthy. When we're fit, we have more energy to do fun things like play games with friends, run around at the park, or even just go for a walk with family.

Just like when we're learning something new at school, getting fit takes practice too.

We can practice by doing activities that get our hearts pumping and our muscles moving. That could be running, jumping, swimming, riding bikes, or even dancing! The more we do these activities, the stronger and fitter we become.

Getting fit is good for our brains too. When we're active, it helps us focus better in school and makes us feel happier overall.



Key Vocabulary

- 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
- muscle:** tissue that helps us to move our bodies
- progress:** to improve
- speed:** how fast you are travelling
- stamina:** the ability to move for sustained periods of time
- strength:** the amount of force your body can use
- technique:** the action used correctly



Ladder Knowledge



Agility:
Agility helps us with everyday tasks like completing chores faster.

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

Balance:
Balance helps us with everyday tasks like getting dressed.

Strength:
When completing strength activities, they need to be performed slowly and with control to help you to stay safe.

Co-ordination:
Co-ordination helps us with everyday tasks like tying shoelaces.

Stamina:
Stamina helps us in other life activities like playing games.

Movement Skills

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

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

Social collaboration, support

Emotional concentration, perseverance, determination

Thinking comprehension, observation

Strategy

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

Healthy Participation



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

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



How will this unit help your body?

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

Home Learning



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

Balance
Hold a v-sit balance whilst watching tv.

Co-ordination
Brush your teeth with their non-dominant hand.

Strength
Sit against a wall in a squat for 50 seconds. Slowly progress adding 10 seconds each time.

Speed
Time yourself getting ready for school. Try to improve your time everyday.

Agility
Place two markers (socks) 5m apart. How many times can you touch each sock in 50 seconds? Can you beat your score?

Stamina
How long can you skip for? Try to increase the time for 1 minute each time.

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Get Set 4
Education

Knowledge Organiser

Fitness 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 you 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:** on the move
- 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:

Keep your elbows bent when changing direction to help you to stay balanced.

Stamina:

You need to pace yourself when running further or for a long period of time.

Balance:

You need to squeeze different muscles to help you to stay balanced in different activities.

Speed:

A high knee drive, pumping your arms and running on the balls of your feet will give you more power.

Co-ordination:

If you begin in a ready position, you can react quicker.

Strength:

Strength comes from different muscles and it can be improved in different ways.

Movement Skills

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

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

Social support others, work safely, communication

Emotional perseverance, determination, honesty

Thinking identify areas of strength and areas for development

Strategy

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

Healthy Participation



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



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



How will this unit help your body?

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

Home Learning



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

Stickman

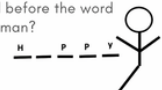


What you need: A pen and piece of paper, one player, one person to choose the words.

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



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About this Unit

Fundamental movement skills are the basic movements that you use throughout life. These skills involve different parts of your body and help you do things like running, jumping, and balancing. They're like the building blocks for all the other sports and activities you'll do in your life. So, when you practice these skills, you're getting better at moving your body in different ways, which makes it easier for you to play games and sports, and even just have fun with your friends!

- 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



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

rhythm: a strong, regular repeated pattern of movement

take off: how you leave the ground e.g. one foot or two feet.

technique: the action used correctly

Ladder Knowledge



Running:
Leaning slightly forwards helps to increase speed.
Leaning slightly backwards helps you to slow down.

Agility helps us with everyday tasks.

Balancing:
Balance helps us with everyday tasks.

Jumping and hopping:
If you jump and land quickly, you will travel further.

Skipping:
Turn the rope from your wrists with wide hands to create a gap to step through.

Movement Skills

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

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

Social respect, communication, co-operation, safety

Emotional determination, perseverance, honesty, independence

Thinking comprehension, select and apply, tactics, exploration

Strategy

Try to develop your fundamental movement skills in everyday activities e.g. standing on one foot while brushing your teeth will develop balance and co-ordination. Hopping or jumping to the kitchen will give you a chance to develop these skills.

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



Stick Lunge


What you need: 2 players and stick e.g. a broomstick / mop

How to play:

- Players take it in turns to perform a lunge action.
- Knees low, back straight, chest facing forwards.
- Lift the stick horizontally in front, with arms locked straight.
- The other player attempts to destabilise the lunge by pushing and pulling the stick at the ends.
- The player lunging tries to stay balanced and controlled in their lunge position throughout.
- Count for 30 seconds and switch over.
- Repeat with the opposite leg forward.



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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 is...
- Balance is...
- Co-ordination is...
- Speed is...

Can you finish the sentences?



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 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:

Keep your elbows bent when changing direction to help you to stay balanced.

Balancing:

Squeeze different muscles to help you to stay balanced in different activities.

Jumping and hopping:

Swing your non-hopping foot helps to create momentum.

Skipping:

Keep your chest up to help 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


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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Get Set 4 Education

Knowledge Organiser

Dance Year 3

About this Unit

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

Machines

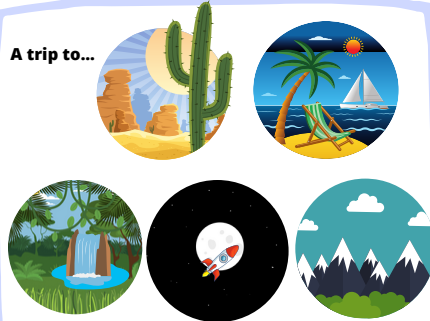
There are an estimated 10 million factories in the world.

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

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

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

A trip to...



Dance Actions

LINE DANCING STEPS

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

Step 2: Heel,Toe counts: 1,2,3,4,5,6,7,8
heel x2 toe x2 heel toe heel toe

Step 3: Step Kick, Step Touch counts: 1,2,3,4,5,6,7,8
2 6 1 5 3 7 4 8
step forward right foot, kick with left

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

step backward left foot, touch toe back right

Key Vocabulary

- action:** the movement a performer uses e.g. travel, jump, kick
- canon:** when performers complete the same action one after the other
- create:** to make
- dynamics:** how an action is performed e.g. quickly, slowly, gently
- explore:** to try out and discover ideas
- expression:** actions or gestures used to share thoughts or feelings
- extend:** to make longer

- feedback:** information given to make improvements
- formation:** where performers are in the space in relation to others
- interact:** to communicate with others
- pathway:** designs traced in space (on the floor or in the air)
- perform:** to present to an audience
- pose:** a position, usually still
- timing:** moving to the beat of the music
- unison:** two or more people performing the same movement at the same time



Ladder Knowledge



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

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

Space: Use space to help your dance to flow.

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

Movement Skills

- actions
- dynamics
- space
- relationships

Social

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

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

Emotional

confidence, acceptance, sensitivity, perseverance

Thinking

select and apply actions, creativity, observe and provide feedback

Strategies

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

Healthy Participation



You should be bare foot for dance.

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

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



How will this unit help your body?

balance, co-ordination, flexibility.

Home Learning



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



Name Dance



How to play:

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

Show your dance to a family member or friend.



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



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Get Set 4 Education

Knowledge Organiser

Dance Year 4

About this Unit

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

This dance is inspired by a spy!

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

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

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

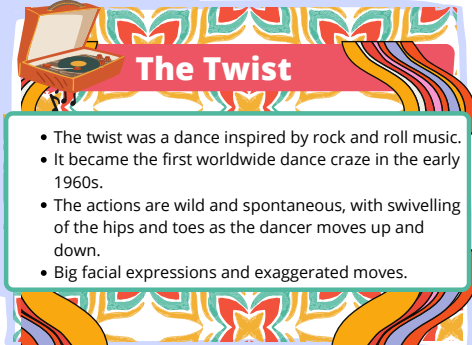
Counts 5 and 6:
Kick your right foot round in a circle.

Counts 7 and 8:
Run backwards quickly.

The Spy Set Phrase



| States of Matter | | | | |
|------------------|---|---|--|--|
| 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

Family Fun Dance

How to play:

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

You could even use your pets for ideas.

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



How will this unit help your body?

Balance, co-ordination, flexibility.

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



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Get Set 4 Education

Knowledge Organiser 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

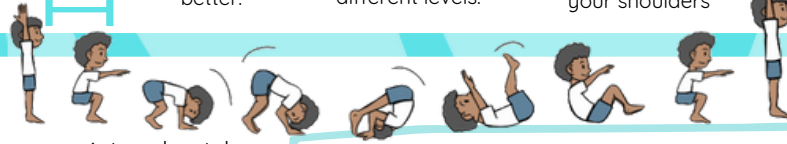
- body tension:** squeezing muscles to help to be stable when performing actions
- contrast:** different to one another
- control:** being able to perform a skill with good technique
- direction:** forwards, backwards, sideways
- extend:** to make longer
- flow:** smooth link
- landing position:** a 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

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

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



How will this unit help your body?

balance, co-ordination, flexibility, strength



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



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About this Unit

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

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



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

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



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



Key Vocabulary



- body tension:** squeezing muscles to help to be stable when performing actions
- bridge:** an inverted action on hands and feet
- contrast:** different to one another
- extend:** to make longer
- flow:** smooth link
- fluidly:** flow easily
- inverted:** where hips go above head
- landing position:** a stable position used after jumping
- match:** the same
- momentum:** the direction created by weight and power
- perform:** to present to an audience
- rotation:** the circular movement of an object around a central point
- sequence:** a series of actions
- shoulder stand:** an inverted action on shoulders
- stability:** balanced
- wrist grip:** a safe grip used when performing partner or group balances

Ladder Knowledge



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

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

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

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

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

Movement Skills

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

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

- Social** work safely, determination, collaboration, communication, respect
- Emotional** confidence, perseverance
- Thinking** observe and provide feedback, select and apply actions, creativity, evaluate and improve

Strategy

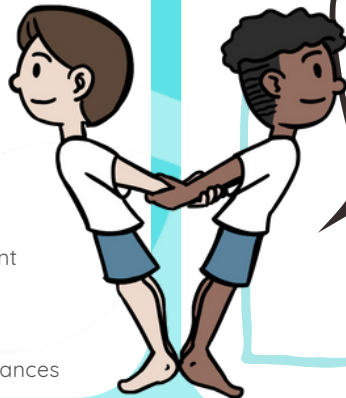
Use different directions to help make your sequence look interesting.

Healthy Participation



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

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



How will this unit help your body?

balance, co-ordination, flexibility, strength

Home Learning

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



Transporter



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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Get Set 4 Education

Knowledge Organiser Yoga Year 3

About this Unit

Yoga helps our bodies and our minds. We use poses (like balances) to create sequences of movement, called a flow. Throughout the unit we will look at three key ways that yoga can help our body: improving our balance, flexibility and strength. We will also be thinking about how yoga can help develop mindfulness. Imagine your mind is like a snow globe. When you shake the globe (like if you feel excited or upset), the snow moves around. Mindfulness is like letting the snow settle down. Try taking a deep breath in and as you breathe out, the snow starts to settle, your mind becomes clear and calm.



How might these poses help our bodies?



Key Vocabulary

base: body parts that support weight

breath: moving air in and out of your body

contact: points of your body that touch the floor

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

hinge: movement from a joint e.g. hips

link: to join together

mindfulness: to bring attention to experiences occurring in the present moment

pose: a position, usually still

strength: the amount of force your body can use

stretch: reach

tilt: move to one side



Ladder Knowledge



Balance:

Use the whole of the body part in contact with the floor, it will help you to balance.

Flexibility:

If you move as you breathe out you can stretch a little bit further.

Strength:

You will need to use different body parts and muscles for different poses.

Movement Skills

- balance
- flexibility
- strength
- co-ordination

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

Social

collaboration, share ideas, work safely, support others

Emotional

honesty, confidence, awareness of others, perseverance

Thinking

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

Strategies

Use your breath to help you to focus.

Your breath can be like a superpower for your brain. Your brain loves it when you take big, deep breaths. Imagine your brain is like a busy playground, with lots of thoughts running around. Sometimes, these thoughts can make it hard to pay attention or feel calm.

Here's where your breath swoops in. When you take slow, deep breaths, it's like you're telling your brain to take a break helping your brain relax and focus.

When you're doing your homework, playing a game, or even feeling a bit wiggly, remember to take a few deep breaths. Your brain will thank you!

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



A pose that...

What you need: a flat space



How to play:

- Practise each of the poses above.
- Using the following statements, choose a pose that:
 - You found the easiest to do
 - You found the most challenging
 - Uses four body parts in contact with the ground
 - Stretched your back
- Decide on an order for the four poses you have selected and perform them as a flow (linking the four poses together).

Remember to move slowly and breathe deeply.

www.getset4education.co.uk

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

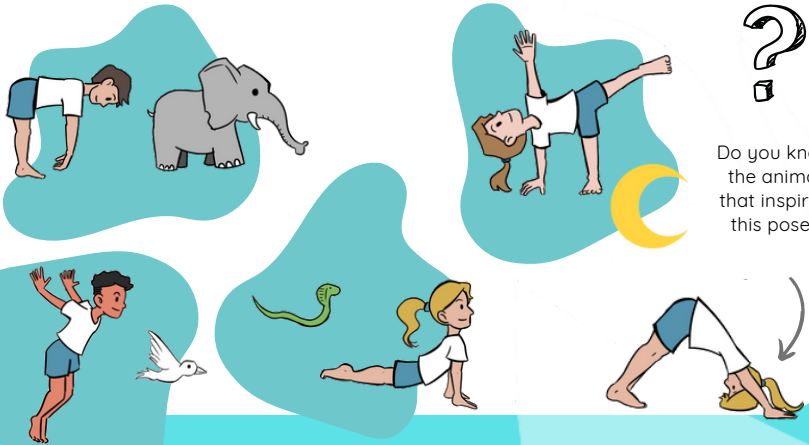


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About this Unit

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:
Move with your breath, it will help you to balance.

Flexibility:
Different poses will need you to extend different body parts.

Strength:
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

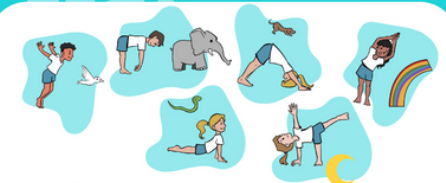
Home Learning

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



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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Get Set 4 Education

Knowledge Organiser

Netball Year 3

About this Unit

Netball is an invasion game where two teams compete against each other. In an invasion game, you enter the other team's space to try to score goals while defending your own area. Netball helps develop teamwork, co-ordination, and strategic thinking. You'll learn how to pass, catch, and shoot. Unlike basketball, players cannot dribble the ball. They must pass it to their teammates to move it down the court.

Netball is played in over 80 countries and is especially popular in England, Australia, South Africa, Jamaica and New Zealand.

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



attack: a team in possession of the ball
control: to move with balance
court: the space netball is played
defend: to mark an opposing player
intercept: to gain possession of the ball
invasion: a game of two teams who invade each other's space to score goals
opposition: the other team

possession: to have
receive: take hold of
technique: the action used correctly
teammate: a player on your team
tournament: a competition of more than two teams
umpire: a person who makes sure the rules are followed

Ladder Knowledge



Sending & receiving:

Point your hands to your target when throwing to help to send the ball accurately.

Space:

Spreading out as a team will help to move the defenders away from each other.

Attacking :

As an attacker you need to maintain possession and score goals.

Defending:

As a defender you need to stop the opposition scoring and gain possession.

Movement Skills

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

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

Social communication, collaboration, sporting behaviour

Emotional honesty, perseverance, confidence

Thinking select and apply skills, apply tactics, observation, apply rules

Rules

- **Footwork:** first foot to touch the ground when receiving a ball is the landing foot. The landing foot cannot be lifted and put back down. You may pivot on the landing foot.
- **Held ball:** a player has 4 seconds to pass or shoot.
- **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 a rule is broken.

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

Colour Command



Get Set 4 Education

What you need: 4 - 6 different coloured socks or items

How to play:

- Lay out 4-6 different coloured pairs of socks in a circle formation and stand in the middle.
- Ask a helper to call out 2 colours and see if you can use your speedy feet to get quickly to the correct colours in turn.
- Return to the middle of the circle and repeat with a new call.

Top tips:

- Start in the ready position, feet shoulder width apart and knees bent, ready to react.
- Head and shoulders facing forwards
- Turn your hips and move your feet to each colour.



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



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Get Set 4 Education

Knowledge Organiser

Netball Year 4

About this Unit

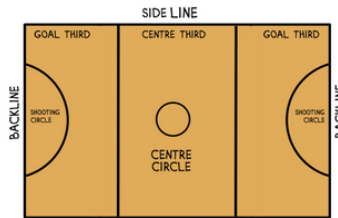
Netball is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

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:
Cushioning a ball will help you to control it when catching it.

Space:
Moving into space will help your team keep possession and score goals.

Attacking:
Shoot when close to goal or if there is a clear path. Pass when a teammate is free and in good space.

Defending:
Mark a player to stop them from being an option. Try to intercept the ball as it is passed.

Movement Skills

- throw
- catch
- run
- jump
- 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 skills

Rules

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

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

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

Tactics

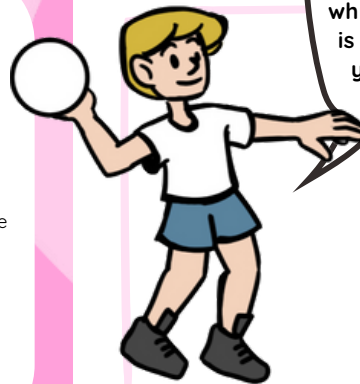
Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals.

Healthy Participation



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

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



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

Home Learning



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

Skills School



What you need: A ball

How to play:

Can you complete the following skills?

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

Top tips:

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



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



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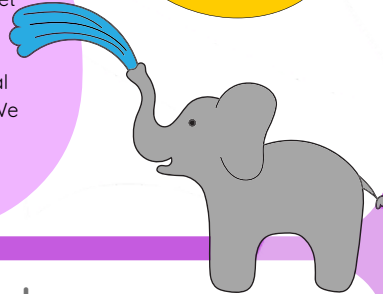
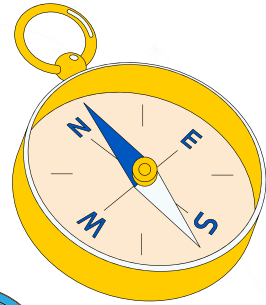
About this Unit

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

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

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

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



Key Vocabulary

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



Ladder Knowledge



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

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

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

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

Movement Skills

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

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

Social communication, co-operation, inclusion, collaborate

Emotional determination, trust, confidence, honesty

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

Rules

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

Healthy Participation



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



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

How will this unit help your body?

balance, co-ordination, speed, stamina

Home Learning



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

Cross the swamp



What you need: Some toys and two pillows

How to play:

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

Watch out for the crocs!



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Get Set 4
Education

Knowledge Organiser

OAA Year 4

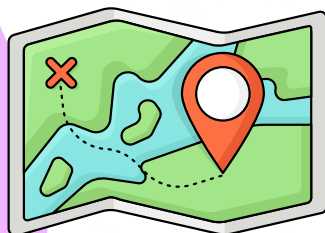
About this Unit

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

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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About this Unit

Rugby is a fun game where two teams play against each other. It's called an invasion game because you try to enter the other team's space to score goals.

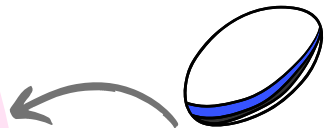
Rugby started in 1823 at a school called Rugby School. A pupil named William Webb Ellis picked up the ball while playing football and ran towards the other team's goal. This new way of playing became rugby!

If you choose to wear tags on your waist, opponents try to pull these off instead of tackling. It's all about teamwork, running, dodging and passing.

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 because they are shaped like an egg. They became oval by accident because of the rubber tubes used to make them.



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



Key Vocabulary

- attack:** the offensive action of trying to score goals or points
- communicate:** sharing information with others
- control:** with good technique
- defend:** try to limit the opposition scoring by marking a space or player to gain possession
- dodge:** change direction quickly, often used to lose a defender or avoid being caught
- opposition:** the other team

- pitch:** the space used for a tag rugby game
- receiver:** the person catching the ball
- tactics:** a plan that helps you to attack or defend
- teamwork:** working with others to achieve
- technique:** how you apply a skill
- tournament:** a competition of more than two teams



Ladder Knowledge



Sending & receiving:

Swing your hands to your target when throwing to help to send the ball accurately.

Space:

Spread out as a team to help you to move the defenders away from each other.

Attacking and defending:

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

Movement Skills

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

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

Social communicate, support, collaboration, respect

Emotional perseverance, self regulation, honesty, determination

Thinking make decisions, comprehension, application of rules and tactics

Rules

Tagging:

- Players wear two tags, one on each side.
- Players cannot push off a defender when they are attempting to go for a tag and cannot spin around, guard or shield tags in any way.
- Once you have tagged, stand still, hold up the tag and shout 'tag' then give the tag back. The attacker needs to pass then place the tag back on their belt before re-joining the game.

Forward pass:

- Forward passes are not allowed, the ball must be passed sideways or backwards.

Offside:

- Defending players must try to stay in front of the ball carrier.
- Onside is in front of the ball carrier, offside is behind the ball carrier.

Tactics

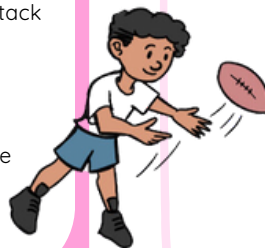
Using simple tactics will help your team to achieve an outcome e.g. we will defend in a line to help us to gain possession of the ball.

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 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

Hats

What you need: a paper plate or cup per player

How to play:

- Players place their plate or cup on their head.
- Aim of the game is to knock the oppositions object off their head whilst keeping your own.



Who's the last one left?

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



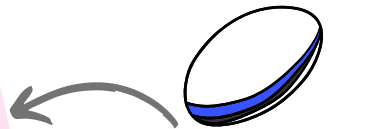
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About this Unit

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

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

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



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

Invasion Games Key Principles

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

Key Vocabulary

- accelerate:** speed up
- 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:** Cushioning a ball will help you to control it when catching it.
- Space:** Moving into space will help your team keep possession and score goals.
- Attacking and defending:** As an attacker run to the try line if there is a clear path. Pass when a teammate is free and in good space. As a defender track a player to stop them from being an option. Try to tag the ball carrier.

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

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

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



Tactics

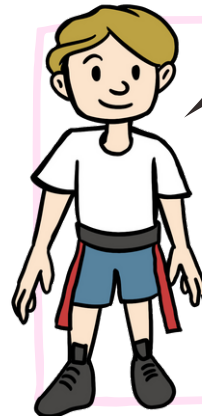
Using tactics will help your team to maintain possession and score or deny space, gain possession and stop goals.

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 rugby club in your local area.



How will this unit help your body?

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

Home Learning

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

The Rescuer

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

How to play:

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



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



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Get Set 4 Education

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



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

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

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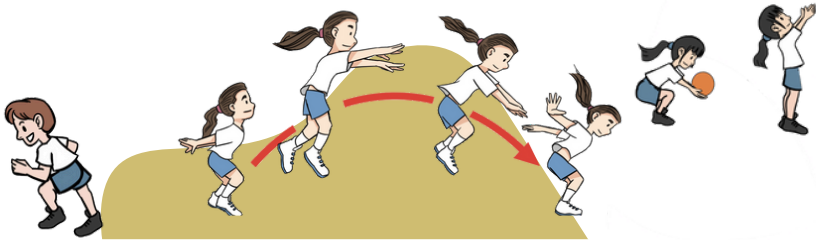


Get Set 4 Education

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

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

It's all About the Pace



What you need: socks and a stopwatch or clock

How to play:

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

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



www.getset4education.co.uk

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

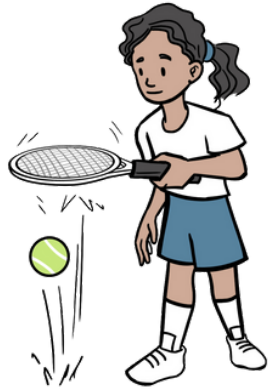


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About this Unit

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?



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

Net and Wall Games Key Principles

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

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

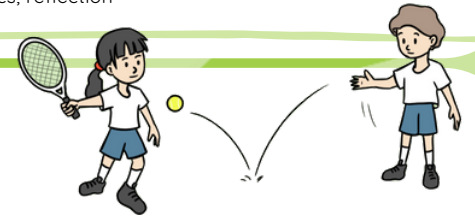
Emotional honesty, perseverance

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

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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Get Set 4 Education

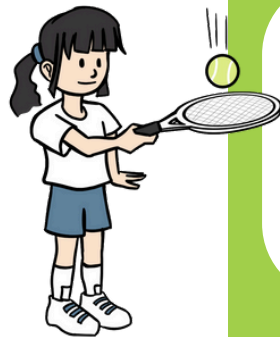
Knowledge Organiser Tennis Year 4

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

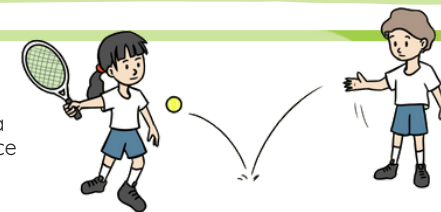
Win a point if:

- 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:

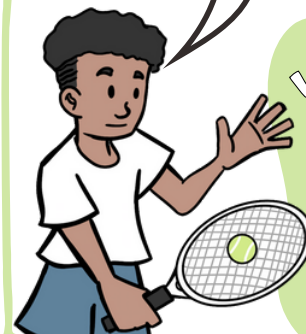
- Move quickly to a ready position in the centre of the space.
- Cover the space between you when playing with someone else.

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

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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Get Set 4 Education

Knowledge Organiser

Ball Skills Year 3

About this Unit

You can move a ball in lots of different ways using lots of different parts of your body. In this unit you will learn how tracking helps you to improve all of your ball skills. Tracking is like having a built-in radar for the ball, it helps you predict where the ball is going next, useful whether you are dribbling, catching, or passing to another teammate.



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

Examples of games that use ball skills:

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

Key Vocabulary



- accurate:** successful in reaching the intended target
- block:** to prevent a movement or pathway of an object
- 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
- receive:** to collect or stop a ball that is sent to you
- 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:
Pointing your hand/foot to your target as you release will help you to send a ball accurately.

Catching:
Moving your feet to the ball will make you more successful at catching.

Tracking:
Use a ready position to help you to react to the ball.

Dribbling:
Dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.

Movement Skills

- track
- throw
- catch
- dribble
- kick

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

Social respect, co-operation, communication

Emotional perseverance, motivation, self-regulation, concentration, independence

Thinking comprehension, select and apply, feedback, make decisions

Tactics

Being closer to the target may bring you more success.
Moving the ball will make it harder for your opponents to track.
Spreading out will make it harder for your opponents to see the space and score.

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.

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

Ballers



What you need: 1 ball, 1 wall, 4 markers and 2 players, a timer

How to play:

- **Throwing:** throw the ball against a wall and catch the rebound. How many can you catch in 1 minute?
- **Catching:** Stand opposite a partner. Each successful catch earns a point. How many points can you earn in 1 minute?
- **Dribbling:** Dribble around markers placed in a zigzag pattern. Time how long it takes to complete the course without touching the markers. Can you beat your own time with each attempt?
- **Kicking:** Set up a goal using two markers and practise kicking into the goal from different distances. Take turns to be the goal keeper. How many goals can you score in 1 minute?



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



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Get Set 4 Education

Knowledge Organiser Ball Skills 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 Kurling 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:

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:

Adjust your hands to the height of the ball. Little fingers together for a close catch, thumbs together for a high catch.

Tracking:

Tracking a ball is an important skill used in games activities such as rounders, football and tennis.

Dribbling:

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



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.

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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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About this Unit

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



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



Striking and Fielding Games Key Principles

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



Key Vocabulary



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

Ladder Knowledge



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

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

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

Catching:
Move your feet to the ball.

Movement Skills

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

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

- Social** communication, collaboration, co-operation, respect
- Emotional** honesty, confidence, determination
- Thinking** comprehension, tactics, rules

Rules

OUTS

A player will be called out if they are:

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

HOW TO SCORE

- One rounder = batter runs to 4th
- A half rounder = batter gets to 2nd
- A half rounder = two consecutive no balls

Tactics

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

Healthy Participation



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



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

How will this unit help your body?

agility, balance, co-ordination, speed.



Home Learning

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

Home Rounders

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

How to play:

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

Batter scores:

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

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

Batter is out if:

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



www.getset4education.co.uk

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



@getset4education136

About this Unit

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



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



Striking and Fielding Games Key Principles

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



Key Vocabulary



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

Ladder Knowledge



Striking:

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

Fielding:

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

Throwing:

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

Catching:

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

Movement Skills

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

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

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

Rules

OUTS

A player will be called out if they are:

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

Tactics

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

Healthy Participation



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



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

How will this unit help your body?

agility, balance, co-ordination, speed.



Home Learning



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

Kick Rounders



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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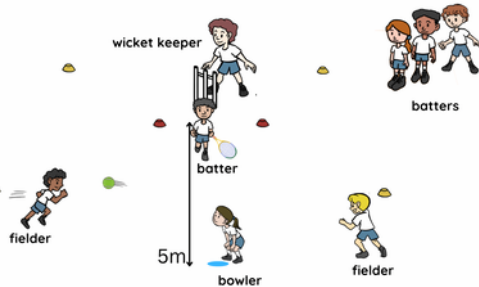
Get Set 4 Education

Knowledge Organiser Cricket Year 3

About this Unit

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

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



Striking and Fielding Games Key Principles

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

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

Key Vocabulary

- accuracy:** how close the object is to the given target
- bowl:** when the bowler sends the ball to a batter
- caught out:** when a player catches an opponent's ball deeming them out
- no ball:** a bowled ball deemed to be outside of the rules
- runs:** what points are called in cricket

- strike:** to hit
- tactics:** a plan or strategy
- technique:** the action used correctly
- tournament:** a competition of more than two teams
- track:** to follow
- umpire:** a person who referees the game making sure the rules are followed
- wicket:** the three upright sticks and base

Ladder Knowledge



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

Fielding:
Communicate with teammates before throwing them a ball.

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

Catching:
Move your feet to the ball.

Movement Skills

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

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

Social communication, support, collaboration, respect

Emotional honesty, perseverance, determination

Thinking select and apply skills and tactics, make decisions

Rules

BOWLING

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

RUNS

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

Fielders

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

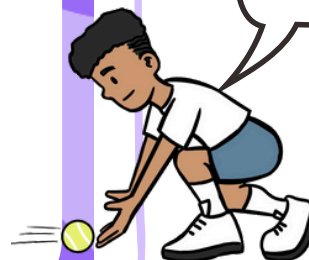
Tactics

Healthy Participation



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

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



How will this unit help your body?

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

BATTING

- Batting teams are organised into pairs

OUT

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

Batters

- Bat to space away from fielders.

Home Learning



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



Score Runs



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

How to play:

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

Then:

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

How many runs did the batter score? Switch roles.



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



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Get Set 4 Education

Knowledge Organiser Cricket Year 4

About this Unit

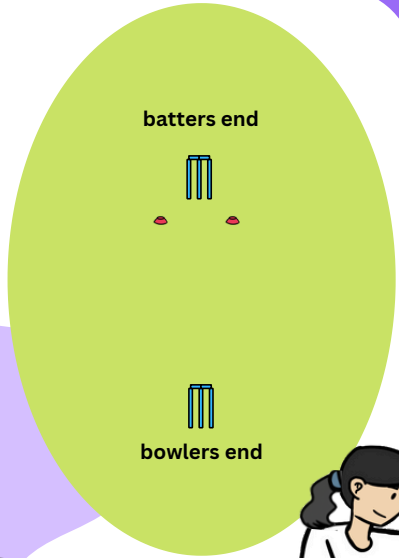
Cricket is a striking and fielding game. The game has one fielding and one batting team. A complete game can last until the fielders get the batters out or after a set number of overs.

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

Striking and Fielding Games Key Principles

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

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



Key Vocabulary



- accuracy:** how close the object is to the given target
- bowled out:** when a bowler hits the wickets
- caught out:** when a player catches an opponent's ball deeming them out
- cushion:** take the power out of an object
- decision:** select an outcome
- grip:** the way an object is held
- momentum:** the direction created by weight and power
- no ball:** a bowled ball deemed to be outside of the rules
- opposition:** the other team
- pressure:** to add challenge

- retrieve:** to collect
- run out:** when a fielder hits a wicket before the batter is there
- short barrier:** creating a barrier with hands in front of feet to stop a ball travelling at slow speed
- tactics:** a plan or strategy
- technique:** the action used correctly
- tournament:** a competition of more than two teams
- two-handed pickup:** fielding technique where a field can scoop the ball with two hands
- wicket:** the three upright sticks and base

Ladder Knowledge



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

Fielding:

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

Throwing:

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

Catching:

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

Movement Skills

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

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

- Social** collaboration, communication, respect
- Emotional** honesty, perseverance, determination
- Thinking** observe and provide feedback, apply strategies

Rules

BOWLING

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

RUNS

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

Fielders

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

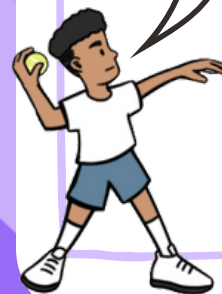
Tactics

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.

Home Learning

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

Hit for Wicket



What you need: a wall or chair, a ball

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

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



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

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