



Get Set 4 Education

Knowledge Organiser

Fitness Year 6

About this Unit

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

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

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

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



Key Vocabulary

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



Ladder Knowledge



Agility:

Agility requires speed, strength, good balance and co-ordination.

Speed:

Speed can be improved by training. Different distances require different speeds.

Balance:

Apply force to maintain control and balance.

Strength:

You can build up strength by practicing in your own time.

Co-ordination:

Co-ordination also requires good balance.

Stamina:

Different exercises can develop stamina which can be improved by training over time.

Movement Skills

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

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

Social support and encourage others, collaboration

Emotional perseverance, determination

Thinking observation, analysis, comprehension

Strategy

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

Healthy Participation



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

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



Red or black?

What you need: A pack of cards.



How to play:

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

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



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



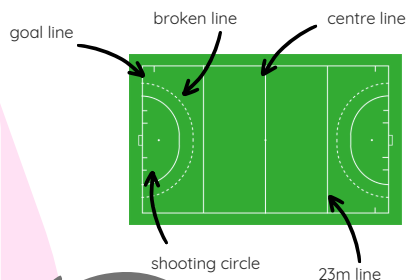
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About this Unit

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

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

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



Invasion Games Key Principles

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

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

Key Vocabulary

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

Ladder Knowledge



Sending & receiving:

Make quick decisions about when, how and who to pass to will help you to maintain possession.

Dribbling:

Choose the appropriate skill for the situation under pressure will help you maintain possession.

Space:

Transition quickly between attack and defence will help your team to maintain or gain possession.

Movement Skills

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

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

Social communication, collaboration, respect, support others

Emotional honesty, perseverance

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

Rules

Feet:

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

Free pass:

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

Sticks:

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

Tactics

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

Healthy Participation



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

Home Learning

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

Air Hockey

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

How to play:

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

First to 15 wins.



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



Get Set 4 Education

Knowledge Organiser Gymnastics Year 6

About this Unit

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

Perfect Performance Tools



canon

synchronisation

matching

mirroring

forwards

backwards

sideways

symmetrical

asymmetrical

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



Key Vocabulary

aesthetics: how a performance or skill looks

competent: able to perform

contrasting: different to one another

counter balance: creating a balance by pushing against a partner

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

engage: to activate

execution: completing the action

flight: time in the air

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

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

progression: a stage of a skill

refine: to improve the quality

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

vault: performing an action over a piece of apparatus



Ladder Knowledge



Shapes:

Use clear shapes when performing other skills.

Inverted movements:

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

Balances:

Apply force to maintain control and balance.

Rolls:

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

Jumps:

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

Movement Skills

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

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

Social work safely, collaboration, communication, respect

Emotional independence, confidence, determination

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

Strategy

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

Healthy Participation



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

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



How will this unit help your body?

balance, co-ordination, flexibility, strength

Home Learning



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

Cereal Box Challenge



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

How to play:

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

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



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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 6

About this Unit

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



STAMP, CLAP

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

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

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



Bhangra Dance

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



Contemporary

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

Contemporary dance is all about self-expression, storytelling, and interpretation. Contemporary dancers have freedom of movement, allowing their bodies to freely express feelings, characters and events.



1970s Disco

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

Key Vocabulary



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

Ladder Knowledge



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

Actions:

Dynamics:

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

Space and relationships:

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

Movement Skills

- actions
- dynamics
- space
- relationships

Social

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

Emotional

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

Thinking

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

Strategies

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

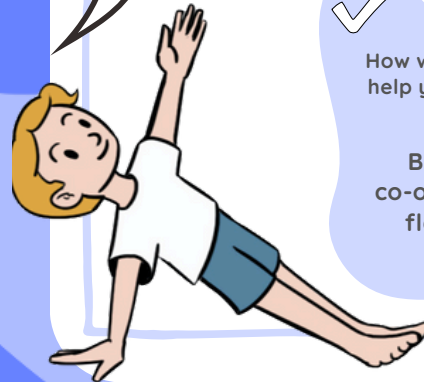
Healthy Participation



You should be bare foot for dance.

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

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



How will this unit help your body?

Balance, co-ordination, flexibility.

Home Learning



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



Word Dance



What you need: a book or magazine

How to play:

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

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



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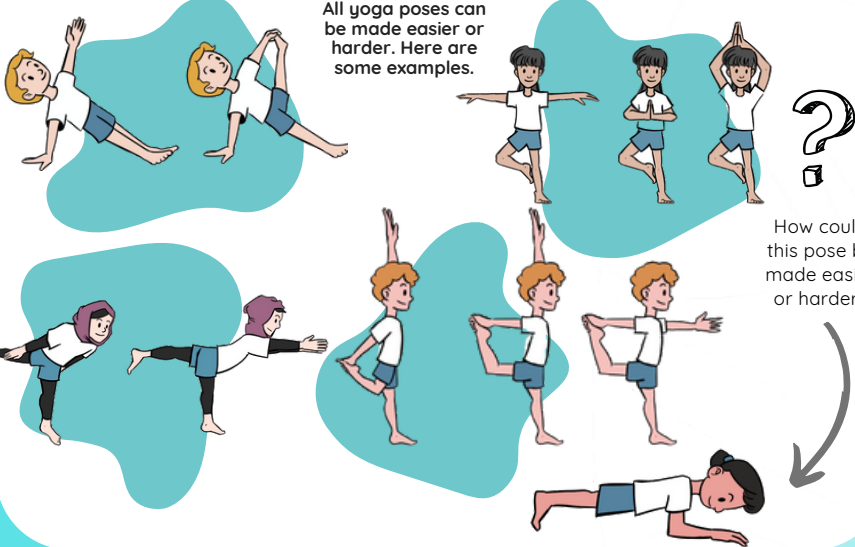
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About this Unit

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

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

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



How could this pose be made easier or harder?

Key Vocabulary

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



Ladder Knowledge



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

Flexibility: Identify which muscles require more practice to increase your flexibility.

Strength: You can build up strength by practicing in your own time.

Movement Skills

- balance
- flexibility
- strength
- co-ordination

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

Social
Emotional
Thinking

respect, co-operate leadership, communication, share ideas, work safely
focus, concentration, confidence, independence, determination
identify, create, select and apply, observe and provide feedback

Strategies

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

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

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

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

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

Healthy Participation



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

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



How will this unit help your body?

balance,
co-ordination,
flexibility, strength

Home Learning

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

Bumble Bee Breath



What you need: a quiet space

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

How to play:

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

Try this breath before school or after lunchtime.

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

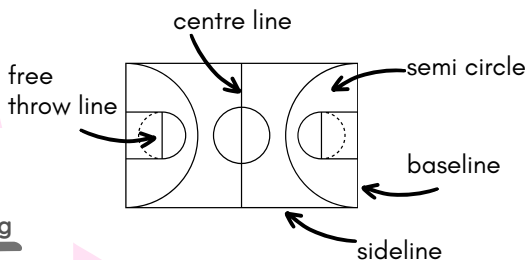


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About this Unit

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

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



Invasion Games Key Principles

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

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



Key Vocabulary



abide: act in accordance with the rules

angle: formed when two lines come together at a shared point e.g. arm to floor

ball carrier: person in possession

ball side: the space between the ball carrier and the person you are marking

barrier: an obstacle that prevents movement or access

create: to make space

dominant: preferred side

draw: encourage movement of an opponent

maintain: to keep

rebound: when a player attempts to shoot a goal but the ball hits the basket or backboard and bounces back into play

sportsmanship: play fairly, respect others and be gracious in victory and defeat

support: to help

tactics: a plan that helps you to attack or defend

transition: moving from attack to defence or defence to attack

turnover: when a team not in possession of the ball gains possession

Ladder Knowledge



Sending & receiving:

Making quick decisions about when, how and who to pass to will help you to maintain possession.

Dribbling:

Choosing the appropriate skill for the situation under pressure will help you maintain possession.

Space:

Transitioning quickly between attack and defence will help your team to maintain or gain possession.

Movement Skills

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

Social

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

Emotional

honesty and fair play, confidence, persevere

Thinking

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

Rules

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

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

Tactics

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

Healthy Participation



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

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

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



Can't Touch This

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

How to play:

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

Top tips:

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



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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 6

About this Unit

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

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

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

Striking and Fielding Games Key Principles

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



wickets

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



Key Vocabulary



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

Ladder Knowledge



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

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

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

Movement Skills

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

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

- Social** collaboration, communication, respect
- Emotional** honesty, perseverance
- Thinking** observation, provide feedback, select and apply skills, tactics, assessing

Rules

BOWLING

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

RUNS

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

Tactics

Batters

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

BATTING

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

OUT

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

Fielders

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

Healthy Participation



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



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

How will this unit help your body?

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

Home Learning

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



Cricket Runs



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

How to play:

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

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

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

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

Highest number of runs wins.



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



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Knowledge Organiser

Rugby Year 6

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.

Competitions: The Six Nations

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

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

Competitions: The World Cup

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

Can you find out who the reigning world champions are?

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

Invasion Games Key Principles

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



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

Key Vocabulary

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



Ladder Knowledge



Sending & receiving:

Making quick decisions about when, how and who to pass to will help you to maintain possession.

Space:

Transitioning quickly between attack and defence will help your team to maintain or gain possession.

Movement Skills

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

Social
Emotional
Thinking

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

- communication, support others, collaboration
- honesty and fair play, confidence, determination, trust
- decision making, comprehension, reflection, identify strengths and areas for development, plan

Rules

Tagging:

- Players wear two tags, one on each side.
- Players cannot physically push off a defender when they are attempting to go for a tag and cannot spin around, guard or shield tags in any way.
- When tagging, hold up the tag and shout 'tag...' followed by the number tag it is e.g. 'tag two' then give the tag back. The attacker must return to where the tag was made, they have 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 offside position.
- Onside is in front of the ball carrier, offside is behind the ball carrier.
- Defenders must be three big steps in front of the ball carrier after a tag has been made and are not allowed to intercept or block the pass after a tag is made.



Tactics

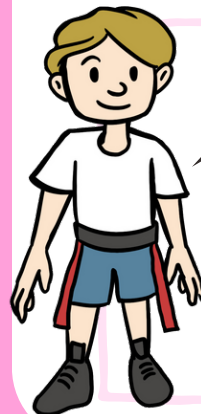
Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals. There are attacking and defending tactics and these will change depending on the situation, the opposition and the desired outcome.

Healthy Participation



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

If you enjoy this unit why not see if there is a 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

All four, I score



What you need: four socks and a partner

How to play:

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



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



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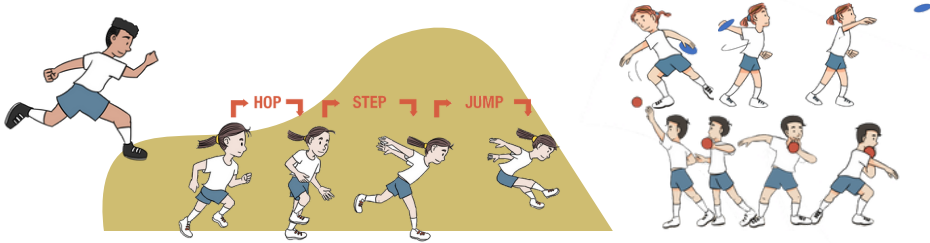
Get Set 4 Education

Knowledge Organiser Athletics Year 6

About this Unit

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

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



Official Athletic Events

Running

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

Jumping

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

Throwing

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

Have you seen any of these events before?



Key Vocabulary



discus: a disc that is thrown in athletics

drive: a forceful and controlled movement to help move you forward

event: activities that are either running, jumping or throwing

explosive: produce force in a short space of time

fling: technique used to throw a discus

grip: the way an object is held

maximum: to work to your best

meet: an athletics competition

officiate: to be in charge of the rules

pace: how fast you are running

pattern: sequence of movements

phase: a section of an action

power: speed and strength combined

release: the point at which you let go of an object

rhythm: a strong, regular repeated

pattern of movement

stance: the body position taken

strategy: a plan of action to complete a

set task or challenge

Ladder Knowledge



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

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

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

Movement Skills

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

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

Social negotiating, collaborating, respect

Emotional empathy, perseverance, determination

Thinking observing and providing feedback, comprehension

Rules

JUMPING EVENTS

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

THROWING EVENTS

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

Healthy Participation



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

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



How will this unit help your body?

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

Home Learning

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



Long Jump World Record Attempt



What you need: A measuring tape.

How to play:

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



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

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

About this Unit

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

Scoring in tennis is very strange!

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

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

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

Net and Wall Games Key Principles

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

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



Key Vocabulary

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



Ladder Knowledge



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

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

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

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

Movement Skills

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

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

- Social** support and encourage others, co-operation, collaboration, respect
- Emotional** perseverance, honesty
- Thinking** comprehension, observe and provide feedback, select and apply, use tactics, reflection, identifying areas of strength and areas for development

Rules

Win a point if:

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

Tactics

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

Serving rules:

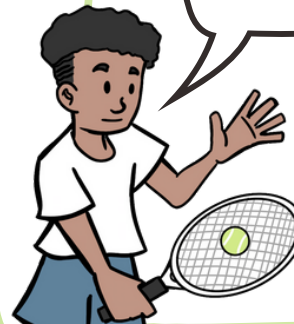
- Ball must bounce over the net and before the service line. If playing on a court with line markings, the ball must also travel diagonally on court into the opposite service box.
- If the ball bounces out or does not go over the net, you have a second serve.
- If the ball hits the net and bounces in,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

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



Champ

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

How to play:

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



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



Get Set 4 Education

Knowledge Organiser Badminton Year 6

About this Unit

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

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

Net and Wall Games Key Principles

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

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

Key Vocabulary



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

Ladder Knowledge



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

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

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

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

Movement Skills

- underarm clear
- overarm clear
- serve
- rally
- run

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

Social collaboration, communication, respect, encouragement

Emotional perseverance, patience, honesty

Thinking use tactics and rules, make decisions, select and apply, identify areas of strength and areas for development, reflection

Rules

Win a point if:

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

Serving rules:

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

Tactics

Attacking:

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

Defending:

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

Healthy Participation



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



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

How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning



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

Over the Net



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

How to play:

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



Play first to five.

Make this easier by playing with a bigger ball.

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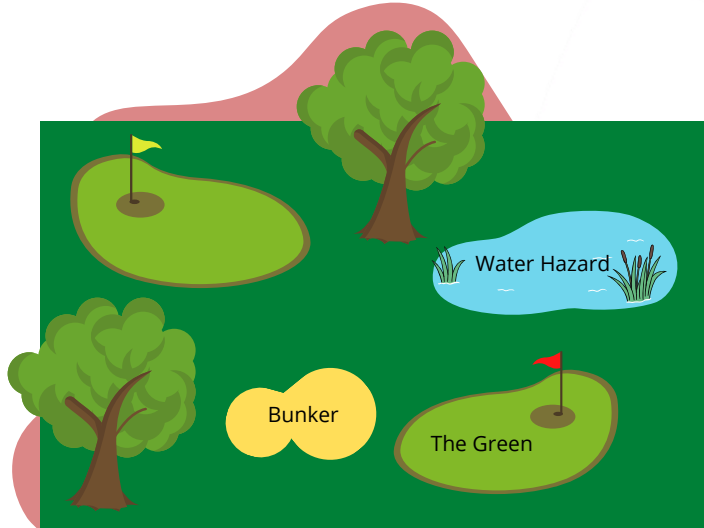
Head to our youtube channel to watch the skills videos for this unit.



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About this Unit

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



Key Vocabulary



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

Ladder Knowledge



Striking

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

Movement Skills

- balance
- co-ordination
- striking

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

- Social** work safely, support and encourage others, collaboration
- Emotional** perseverance, self regulation, patience, honesty
- Thinking** analysis, select and apply skills

Rules

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

Healthy Participation



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



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

How will this unit help your body?

balance and co-ordination

Home Learning



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

Indoor Golf




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

How to play:

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

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

About this Unit

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

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

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

Key features of map reading:

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



Key Vocabulary



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

Ladder Knowledge



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

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

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

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

Movement Skills

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

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

Social communication, collaboration, inclusion, leadership, work safely

Emotional trust, confidence, honesty

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

Rules

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

When orienteering:

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

Healthy Participation



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

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



How will this unit help your body?

balance, co-ordination, speed, stamina

Home Learning

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



Hamster wheel



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

How to play:

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



Communication is key!

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Knowledge Organiser

Swimming Year 5 and Year 6

About this Unit

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

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



Did you know...



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

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

Key Vocabulary

a float: floating on water

buoyancy: how able an object is to float in water

buoyant: when an object floats in water
conserve: to protect something
continuously: without gaps
dolphin kick: used for the butterfly stroke, created by a whipping motion with the legs

endurance: ability to keep going

exhale: to breathe out

flexed: bent

flutter kick: a kick used in crawl and backstroke in which the legs are extended straight back and alternately moved up and down

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

inhale: breathe in

motion: process of moving

outstretched: extended

personal best: a target outcome of an individual

propel: to move forward

retrieve: to collect

rotate: turn

somersault: to rotate 360° around a horizontal point

streamline: the position you get your body in to flow through the water easily

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

synchronised: when performers complete the same action at the same time

technique: the action used correctly

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



Ladder Knowledge



Strokes:

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

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

Breathing:

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

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

Water safety:

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

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

Movement Skills

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

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

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

Emotional determination, work fairly, honesty, confidence, perseverance

Thinking comprehension, creativity, make decisions, tactics

Rules

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

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

2. Stay together, always swim with an adult

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

3. Float

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

4. Call 999

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

Healthy Participation



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

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



How will this unit help your body?

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



Home Learning

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

Splash Tag



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

How to play:

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

Top tip: swim underwater to avoid the splashes.

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



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