

### About this Unit

Agility helps you move quickly and change direction easily, which is great for sports like football and basketball. Balance keeps you steady, whether you're riding a bike or doing gymnastics or throwing a ball. Co-ordination helps you use different parts of your body together smoothly, like when you're catching a ball or dancing. Speed lets you move fast, which is useful for running around bases in rounders or playing tag. Stamina and strength help you keep going longer and do things like kicking further or playing a whole game without getting too tired.

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

Can you describe each of these components of fitness?



### Key Vocabulary



**agility:** the ability to change direction quickly  
**consistent:** to repeat something in the same way  
**drive:** a forceful and controlled movement to help move you forward  
**dynamic:** on the move  
**motivate:** to encourage  
**persevere:** to continue trying  
**power:** speed and strength combined  
**react:** to respond to quickly  
**rhythm:** a strong, regular repeated pattern of movement  
**stable:** to be balanced  
**stamina:** the ability to move for sustained periods of time  
**static:** on the spot  
**strength:** the amount of force your body can use

### Ladder Knowledge



#### Agility:

To change direction you need to push off your outside foot and turn your hips.

#### Speed:

Taking big consistent strides will help to create a rhythm that allows you to run faster.

#### Balance:

Dynamic balances are harder than static balances as the centre of gravity changes.

#### Strength:

Moving quickly with the maximum force will get the maximum amount of power and distance or speed.

#### Co-ordination:

People have varying levels of co-ordination that can improve with practice.

#### Stamina:

Keeping a steady breath will help you to move for longer periods of time.

### Movement Skills

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

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

**Social** collaboration, support, communication

**Emotional** perseverance, determination

**Thinking** feedback, comprehension, observation, evaluation

### Strategy

All of components of fitness can make you better at many different games and activities. They can all be developed with regular practice in your own time.

### Healthy Participation



- Focus on your own performance without comparing them with others.
- Work within your own capabilities.

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



How will this unit help your body?

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



### Home Learning

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



### First to 50



**What you need:** a dice and 1 or more players.

#### How to play:

- Roll the dice and complete the action specified.  
 1 = 1 x burpee. 2 = 2 x press ups. 3 = 5 x sit ups.  
 4 = 4 x lunges. 5 = 5 x squats. 6 = 6 x star jumps
- Roll the dice again and add the number to your previous roll so that you keep a running total.
- Continue until you reach 50.
- Playing with someone else? Who can roll 50 first?
- Playing by yourself? How quickly can you roll 50?
- Make this harder by subtracting 5 when you roll a 5.

Change the target number or exercises and play again.



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### About this Unit

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

It's a game of strategic moves that use both defence and attack. On the defensive front, you'll need to use swift moves, and quick thinking to avoid being hit.

On the attack you'll need to throw with precision and speed to get opponents out.

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

attacking	defending
placement of an object	avoid getting out



### Key Vocabulary



**avoid:** keep away from or stop  
**communication:** share information  
**cushion:** take the power out of an object  
**fake:** to pretend  
**force:** create power  
**officiate:** to be in charge of the rules  
**opponent:** the other team  
**situation:** circumstances that create the environment  
**tactic:** a plan or strategy

#### Ladder Knowledge



#### Throwing:

Aim low to make it difficult for an opponent to catch.

#### Catching:

Stay towards the back of the court area to give you more time to catch.

#### Movement Skills

- throw
- catch
- dodge
- jump
- block

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

**Social** co-operation, respect, communication

**Emotional** confidence, honesty, independence

**Thinking** tactics, comprehension, observation, creativity

#### Rules

#### OUTS

A player is 'out' when:

- A live ball hits their body (shoulders or below).
- An opposition player catches a live ball they have thrown. So, if a player throws it and their opponent catches it then they are out and one of their opponents' team comes back in.

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

#### Tactics

Apply tactics relevant to the situation.

#### Healthy Participation



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

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



How will this unit help your body?

agility, balance, co-ordination, speed.

### Home Learning

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

#### Sock-tastic Dodge

**What you need:** 1 x pair rolled up socks

#### Practise:

- Throw the socks with one hand and catch with two.
- Throw the socks with one hand and catch with the opposite hand.
- Throw the socks with one hand and catch with the same hand.
- Throw the socks up and see how many of a chosen activity you can do before catching it again e.g. claps or star jumps.

#### How to play:

- Create your own version of a dodgeball game.
- Set the rules. What happens if the ball hits you? How do you get back in the game? How do you decide the winner?
- Invite people in your household to play the game.

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# Knowledge Organiser

## Dance Year 5

### About this Unit

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



#### Dance by Chance



Merce Cunningham is an American composer. Cunningham created a style of dance that was by chance, often called 'dance by chance'. He used random and chance methods to choreograph dance by assigning actions, dynamics and relationships and space to numbers. He then used methods such as phone numbers, birthdays and rolling a dice to create his dance.

#### Rock and Roll

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

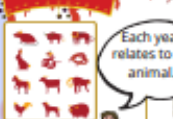


#### Ancient Maya

This dance takes inspiration from Ancient Maya. The Mayan civilization began long ago (it is believed as early as 1500 BCE), in a place called 'Mesoamerica'. This very large area is made up of Mexico and part of Central America where there is the Maya rainforest. The Mayans built amazing cities. They were experts at reading the stars and even built their cities as a map of the sky. The Mayans had ceremonies and rituals, including human sacrifices, that would have been filled with music and dancing.



#### Dragon New Year



Each year relates to an animal.

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

The lion represents joy and happiness.

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



### Key Vocabulary

**actions:** the movement a performer uses e.g. travel, jump, kick  
**canon:** when performers complete the same action one after the other  
**choreograph:** create a sequence of actions or movements  
**choreography:** the sequence of actions or movements  
**collaborate:** work jointly with others  
**dynamics:** how an action is performed e.g. quickly, slowly, gently  
**formation:** where performers are in the space in relation to others  
**genre:** a style  
**motif:** a movement phrase that relates to the stimulus that is repeated and developed throughout the dance  
**pathway:** designs traced in space (on the floor or in the air)

**performance:** the complete sequence of actions  
**phrase:** a short sequence of linked movements  
**posture:** the position someone holds their body in  
**quality:** the standard of the skill  
**relationship:** the ways in which dancers interact; the connections between dancers  
**space:** the 'where' of movement such as levels, directions, pathways, shapes  
**structure:** the way in which a dance is ordered or organised  
**timing:** moving to the beat of the music  
**transition:** moving from one action or position to another  
**unison:** two or more people performing the same movement at the same time

### Ladder Knowledge



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

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

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

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

### Movement Skills

- actions
- dynamics
- space
- relationships

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

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

**Emotional** empathy, confidence, perseverance

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

### Strategies

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

### Healthy Participation



You should be bare foot for dance. Ensure you always work in your own safe space when working independently.



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

How will this unit help your body?

Balance, co-ordination, flexibility.

### Home Learning

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



### Dance by Chance

**What you need:** random objects

**How to play:**

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

Add music to your dance if you would like.



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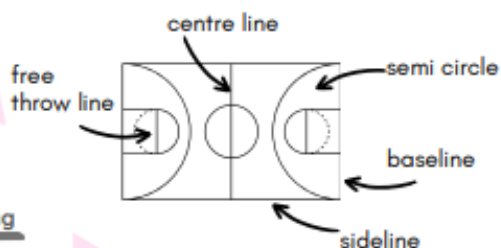
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# Knowledge Organiser Basketball Year 5 and Year 6

## About this Unit

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

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



### Invasion Games Key Principles

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

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



## Key Vocabulary



**abide:** act in accordance with the rules

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

**ball carrier:** person in possession

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

**barrier:** an obstacle that prevents movement or access

**create:** to make space

**dominant:** preferred side

**draw:** encourage movement of an opponent

**maintain:** to keep

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

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

**support:** to help

**tactics:** a plan that helps you to attack or defend

**transition:** moving from attack to defence or defence to attack

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

## Ladder Knowledge



### Sending & receiving:

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

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

### Dribbling:

**Year 5:** dribbling in different directions and at different speeds will help you to lose a defender.

**Year 6:** choosing the appropriate skill for the situation under pressure will help you maintain possession.

### Space:

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

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

## Movement Skills

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

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

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

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

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

## Rules

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

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

## Tactics

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

## Healthy Participation



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

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



## How will this unit help your body?

agility, balance, co-ordination, speed, stamina

## Home Learning

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



## Can't Touch This

**What you need:** A ball, a stopwatch and 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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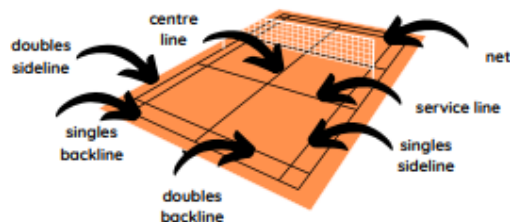
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# Knowledge Organiser Badminton Year 5

## 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.

Did you know that a badminton shuttlecock can fly faster than the fastest recorded tennis serve? The shuttlecock can zip through the air at speeds over 200 miles per hour.



### 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



**adjust:** move feet to get in a better position

**communicate:**

**dominant:** preferred side

**non-dominant:** weaker hand

**pressure:** to add challenge

**serve:** used to start a game

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

**situation:** things that create what happens

**tactic:** a plan that helps you to attack or defend

**technique:** the action used correctly

## Ladder Knowledge



### Shots:

Use an underarm if the shuttlecock is low and an overarm if the shuttlecock is high.

### Serving:

Use a serve to start a game or rally.

### Rallying:

Control is more important than power to keep a co-operative rally going.

### Footwork:

Use small, quick steps to adjust your stance to play a shot.

## Movement Skills

- underarm forehand
- underarm backhand
- overarm forehand
- serve
- rally
- run

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

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

**Emotional** perseverance, patience, honesty

**Thinking** comprehension, use tactics and rules, make decisions, select and apply

## 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.
- 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.

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

## React

**What you need:**  
a long stick or broom per player

### How to play:

- Players stand 2m-3m apart.
- On the leader's call, players run to catch the opposing stick before it falls on the ground.
- If unsuccessful, the player collects one letter from the word REACT.

The player that avoids spelling the word wins the game.



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# Knowledge Organiser Football Year 5 and Year 6

## About this Unit

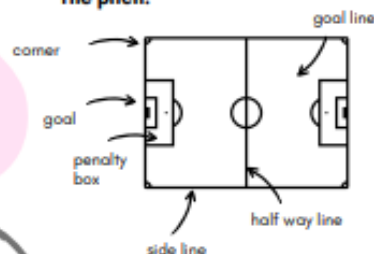
Football is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

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

### Invasion Games Key Principles

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

### The pitch:



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



## Key Vocabulary

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

## Ladder Knowledge

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

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

**Year 5:** dribbling in different directions and at different speeds will help you to lose a defender.

**Year 6:** choosing the appropriate skill for the situation under pressure will help you maintain possession.

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

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

## Movement Skills

- dribble
- pass
- receive
- track
- tackle

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

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

**Emotional** honesty, persevere, determination

**Thinking** assess, explore, decision making, select and apply

## Rules

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

## Tactics

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

## Healthy Participation



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

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

## Home Learning

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

## Star Challenge

What you need: A ball

### How to play:

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

- 1 star:** use one knee to keep the ball up and then catch it
- 2 star:** use one knee, then the other knee to keep the ball up and then catch it
- 3 star:** use one knee, then the other knee, then chest or head to keep the ball up and then catch it
- 4 star:** use one foot, then the other foot, then one knee, then the other knee to keep the ball up and then catch it
- 5 star:** use one foot, then the other foot, then one knee, then the other knee, then chest or head to keep the ball up and then catch it

For an extra challenge, how many keep ups can you do in a row?

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### About this Unit

Yoga is an activity that is good for your body and your mind. It develops balance, strength and flexibility and it helps you to feel calm, less stressed, and aware of how you are feeling.

In this unit, you will use poses to create your own flow (a sequence of movements) and lead it to other pupils. Use the top tips below to help you to become a great leader.



### Key Vocabulary



- concentrate:** focus
- connect:** join together
- contact:** point touching the floor or someone else
- exhale:** to breathe out
- extend:** lengthen
- fluidly:** flow easily
- inhale:** breathe in
- maintain:** keep
- quality:** the standard of the skill
- posture:** how you sit or stand
- stability:** to be balanced
- transition:** moving from one action or position to another

### Ladder Knowledge



**Balance:** Use your breath to maintain balance within a pose and when transitioning from one pose to another.

**Flexibility:** You can improve your flexibility when moving with your breath.

**Strength:** Different poses will use different muscles to hold them.

### Movement Skills

- balance
- flexibility
- strength
- co-ordination

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

- Social:** collaboration, communication, share ideas, respect
- Emotional:** independence, confidence, perseverance, acceptance
- Thinking:** comprehension, provide and use feedback, reflection, select and apply, creativity

### Strategies

#### Using your breath helps you to:

- Manage feelings of discomfort when holding tricky poses.
- Provide stability and balance making it easier to hold the pose.
- Provides oxygen to your working muscles to help you to hold the pose.
- It helps you to concentrate and stay focussed clearing your mind.

### Healthy Participation



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

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



How will this unit help your body?  
balance,  
co-ordination,  
flexibility, strength

### Home Learning

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



### Balance Breath Challenge

What you need: a flat space

- Follow these balance challenge instructions, attempting not to lose your balance:
- Stand on one leg and lift your knee up to its line with your hip
  - Bring your knee out to the side of your body
  - Bring your knee back to in front of your body
  - Lean body forwards and extend your leg straight back behind you
  - Bring your knee back to the front of your body
  - Repeat on the other leg



- Stand in mountain pose with eyes closed. Follow these breathing instructions:
- Spread your weight across all parts of your feet, feel your weight ground into the earth
  - Imagine your breath coming into your body and travelling all the way down to one foot and into the earth as you inhale
  - As you exhale, imagine your breath travelling back up through your body and out of your mouth
  - Repeat with the other leg, then one hand, then the other hand

Repeat the balance challenge thinking about your breathing as you complete it. Did you find it any easier?



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



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# Knowledge Organiser

## Athletics Year 5

### About this Unit

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



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



### Official Athletic Events

Running	Jumping	Throwing
Sprinting 100m, 200m, 400m	Long jump Jump for distance	Discus Fling throw
Hurdles	Triple jump Jump for distance	Shot Push throw
Relay	High jump Jump for height	Hammer Fling throw
Middle Distance 800m, 1500m	Pole vault Jump for height	Javelin Pull throw
Long Distance 5,000, 10,000		
Steeplechase		

Have you seen any of these events before?



### Key Vocabulary

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



### Ladder Knowledge



#### Running:

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

#### Jumping:

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

#### Throwing:

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

### Movement Skills

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

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

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

### Rules

#### JUMPING EVENTS

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

#### THROWING EVENTS

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

### Healthy Participation



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

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

How will this unit help your body?

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

### Home Learning



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

#### Triple Jump



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

##### How to play:

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

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

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

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



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

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





Get Set 4 Education

# Knowledge Organiser

## OAA Year 5

### About this Unit

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

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

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

### Compass:

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

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

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

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



1cm = 1km



### Key Vocabulary

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

**compromise:** come to an agreement

**concise:** give information clearly

**critical thinking:** evaluate to improve

**landmark:** a location on a map

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

**negotiate:** to agree on shared terms

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

**solve:** to find an answer

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

**verbal:** communication with voice

**visual:** communication with eyes



### Ladder Knowledge



#### Problem solving:

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

#### Navigational skills:

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

#### Communication:

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

#### Reflection:

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

### Movement Skills

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

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

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

**Emotional** empathy, confidence, resilience

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

### Rules

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

### Healthy Participation



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

### Home Learning



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

### Blindfold Obstacle Course



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

#### How to play:

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



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

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





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# Knowledge Organiser Tag Rugby Year 5 and Year 6

## About this Unit

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

### Competitions: The Six Nations

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

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

### Competitions: The World Cup

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

Can you find out who the reigning world champions are?

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

### Invasion Games Key Principles

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

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



## Key Vocabulary

**abide:** act in accordance with the rules

**ball carrier:** person in possession

**close down:** to reduce the amount of space for an opponent

**consecutive:** in a row

**create:** to make space

**decision:** select an outcome

**dictate:** to give order

**draw:** encourage movement of an opponent

**offside:** when a tag is made, all defending players must get into an onside position.

**onside:** when the defender is in front of the ball carrier

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

**support:** to help

**tactic:** a plan to help you attack or defend

**track:** to move your body to get in line with a ball that is coming towards you



## Ladder Knowledge



### Sending & receiving:

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

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

### Space:

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

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

## Movement Skills

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

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

**Social** communication, support others, collaboration

**Emotional** honesty and fair play, confidence, determination, trust

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

## Rules

### Tagging:

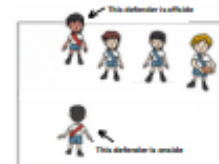
- Players wear two tags, one on each side.
- Players cannot physically push off a defender when they are attempting to go for a tag and cannot spin around, guard or shield tags in any way.
- When tagging, hold up the tag and shout 'tag...' followed by the number tag it is e.g. 'tag two' then give the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

### Forward pass:

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

### Offside:

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



Blue team try line

## Tactics

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

## Healthy Participation



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



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

How will this unit help your body?

agility, balance, co-ordination, speed, stamina

## Home Learning



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

## All four, I score



**What you need:** four socks and a partner

### How to play:

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



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

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

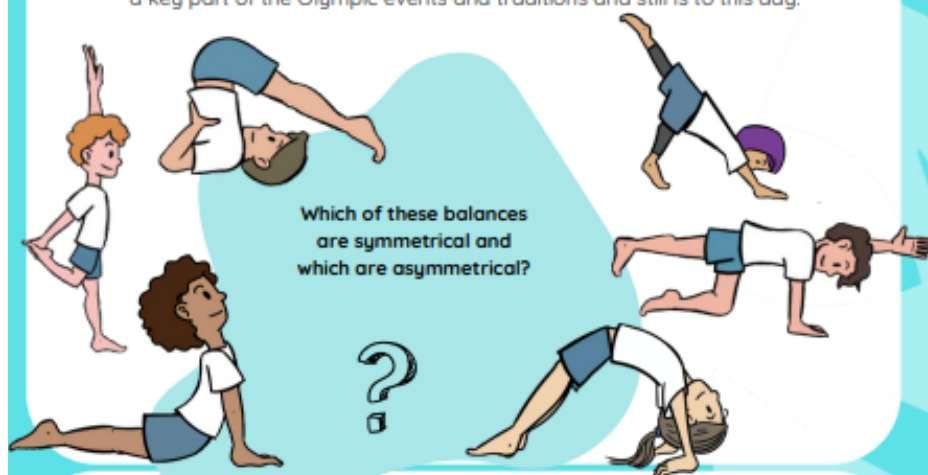


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## About this Unit

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



## Key Vocabulary

**asymmetrical:** not equal on both sides  
**canon:** when performers complete the same action one after the other  
**cartwheel:** an inverted movement performed on hands and feet  
**decide:** to choose  
**extension:** moving a body part outwards or straight  
**identify:** recognise  
**inverted:** where hips go above head  
**matching:** to perform the same action as someone else  
**mirroring:** reflecting the movements of another person as if they are a reflection  
**momentum:** the direction created by weight and power  
**observe:** watch  
**pathways:** designs traced in space (on the floor or in the air)  
**performance:** the complete sequence of actions  
**quality:** the standard of the skill  
**stable:** to be balanced  
**symmetrical:** two parts that match exactly  
**synchronisation:** moving at the same time  
**transition:** moving from one action or position to another



## Ladder Knowledge



### Shapes:

Shapes underpin all other skills.

### Inverted movements:

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

### Balances:

Use contrasting balances to make your sequences look interesting.

### Rolls:

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

### Jumps:

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

## Movement Skills

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

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

**Social** work safely, support others, collaboration

**Emotional** confidence, perseverance, resilience, determination

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

## Strategy

Use different pathways to help make your sequence look interesting.

## Healthy Participation



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

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



How will this unit help your body?

balance, co-ordination, flexibility, strength

## Home Learning

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



## Limbo

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

### How to play:

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

**Rules:** Only your feet can touch the floor.

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



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



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# Knowledge Organiser Rounders Year 5

## About this Unit

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

### Striking and Fielding Games Key Principles

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



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

## Key Vocabulary



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

## Ladder Knowledge



### Striking:

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

### Fielding:

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

### Throwing:

Look where the batter is before deciding where to throw.

### Catching:

Use a close catch when the ball is coming straight at you and a deep catch when it is dropping from high.

## Movement Skills

- throw
- catch
- bowl
- bat
- field

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

### Social

communication, respect, collaboration

### Emotional

honesty, confidence, perseverance, self regulation

### Thinking

assess, make decisions, comprehension, reflection, select and apply skills, tactics

## Rules

### OUTS

A player will be called out if they are:

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

## Tactics

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

## HOW TO SCORE

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

## Healthy Participation



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

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



How will this unit help your body?

agility, balance, co-ordination, speed.

## Home Learning



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

## Beat the Bowler



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

### How to play:

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

### A bowl must:

- be underarm between shoulders and above the knees of the batter.
- not bounce.
- not be wide of the batting 'square'.



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



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