



Get Set 4 Education

Knowledge Organiser

Swimming Year 1 and Year 2

About this Unit

Swimming is an important life skill. It is a great way to exercise, have fun with friends and go on adventures but first things first, learning to swim helps keep you safe around water.



Stop and think:

- Water is always moving
- The water is colder than you think
- Edges can be dangerous
- There may be dangers under water

If you know how to swim, you can have fun in the pool, at the beach, or in a lake all while staying safe.



Stay together:

- Never swim alone
- Find a safe place to go: only swim in the sea where there is a lifeguard
- Plan your activity: check weather, tide times, get local advice and wear the right clothing

So, here are four key messages to help you to stay safe:

Float:

- If you fall in, float until you feel calm
- Signal for help, raising one hand in the air and shouting for help
- If you can, swim to safety or hold on to something that floats



Call 999 or 112:

- If you see someone in trouble call 999 or 112
- Never enter the water to save others
- Look for something you can throw to help them float like a life ring
- Keep watch until help arrives



Key Vocabulary



back	float	
blow	front	rules
breath	glide	safely
bubbles	kick	splash
enter	pull	travel
exit	pulling	under



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

Ladder Knowledge



Strokes:

Year 1: using cupped hands will help you to swim, as the water cannot escape between your fingers.

Year 2: moving your arms quickly will help you to move through the water.

Breathing:

Year 1: take a big breath before submerging.

Year 2: inhale through your mouth when your face is above water and exhale through your mouth or nose when your face is underwater.

Water safety:

Year 1: floating can help you to stay safe.

Year 2: floating uses less energy than swimming.

Movement Skills

- float
- travel
- submerge
- kick
- pull
- glide

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

Social

working safely, co-operation, collaboration, support and encourage others, respect

Emotional

confidence, determination, perseverance

Thinking

create, comprehension, exploration, select and apply, planning, decision making, provide feedback

Rules

Walking on poolside helps to keep you safe.

Safely enter and exit the pool either by the side or using the steps.

Each pool will have its own rules. Make sure you learn the rules of your pool.

Healthy Participation



- Always swim with an adult.
- Wait for a lifeguard before entering the water.
- Don't run around a poolside.

Home Learning



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

Deliver the post

What you need: a swimming pool with a lifeguard, a supervising adult, a kickboard and some waterproof objects

How to play

- Begin on one side of the pool and place a number of objects on the poolside.
- Taking one object at a time, place it on your kickboard and holds your kickboard across your chest.
- Kick on your back to the opposite side of the pool to deliver your object, then swim back to pick up the next object.
- Repeat until all of the objects have been delivered to the other side.
- Playing with someone else? Have a race to see who can deliver all objects first.

Make this harder by not using a kickboard and carrying the object.



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Knowledge Organiser






Swimming Year 3 and Year 4

About this Unit



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

Let's see why:

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

Key Vocabulary



- alternate:** one then the other
- backstroke:** a swimming style performed on the back
- breaststroke:** a swimming style performed on the front
- breathing:** when a swimmer chooses to breathe
- buoyancy:** how able an object is to float in water
- crawl:** a type of stroke
- floating:** the ability to stay on the water's surface
- front crawl:** a stroke used in swimming
- glide:** move across the water with a smooth continuous movement
- H.E.L.P position:** Heat Escape Lessening Posture: a position for floating in cold water when wearing a life jacket and awaiting rescue
- handstand:** an inverted balance in which weight is held on hands
- huddle:** a position for two or more people floating in cold water wearing life jackets and awaiting rescue
- rotation:** the circular movement of an object around a central point

- sculling:** quick movements of the hands to keep the head above the water
- sidestroke:** a stroke where the swimmer lies on their side, helpful as a lifesaving stroke as it uses less energy
- sinking:** travelling lower than the surface
- stroke:** the style of swimming, there are four competitive strokes: butterfly, backstroke, breaststroke, freestyle
- submerge:** to be underwater
- surface:** where the water ends
- surface dive:** to go beneath the water
- survival:** the act of living
- tactics:** a plan or strategy
- technique:** the action used correctly
- treading water:** a survival technique used to keep the head above the water
- water safety:** actions to keep people safe around water

Ladder Knowledge



Strokes:

- Year 3:** keeping your legs together for crawl helps you to stay straight in the water.
- Year 4:** keeping your legs together for crawl helps you to stay straight in the water.

Breathing:

- Year 3:** turning your head to the side to breathe will allow you to swim with good technique.
- Year 4:** breathing out with a slow consistent breath enables you to swim for longer before needing another breath.

Water safety:

- Year 3:** treading water enables you to keep upright and in the same space.
- Year 4:** if you fall in the water float.

Movement Skills

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

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

Social

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

Emotional

confidence, honesty, determination, independence, perseverance

Thinking

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

Rules

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

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

2. Stay together, always swim with an adult

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

3. Float

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

4. Call 999

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

Healthy Participation



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

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



How will this unit help your body?

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

Home Learning



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

Dolphin Dash



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

How to play:

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



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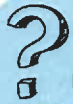
Get Set 4 Education

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

afloat: 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.

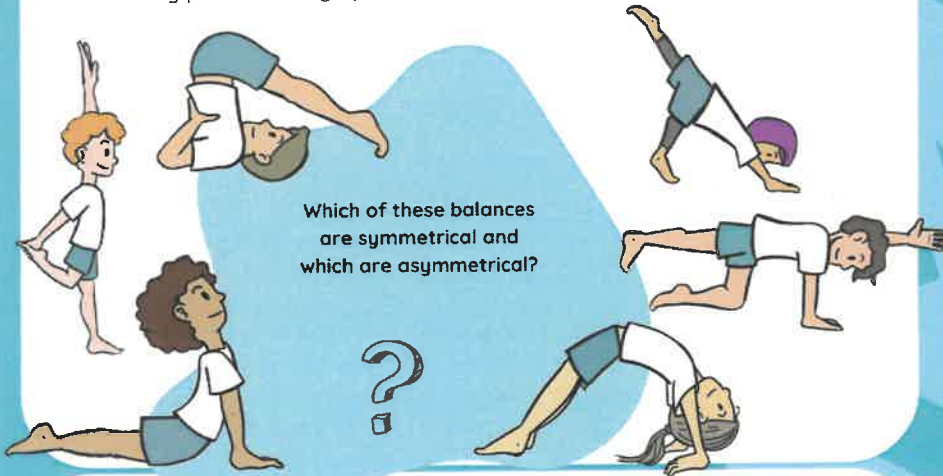
Playing with more than two players? Try swimming in other directions to avoid the tagger



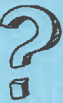
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About this Unit

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.



Which of these balances are symmetrical and which are asymmetrical?



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



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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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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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.

Ancient Maya

This dance takes inspiration from Ancient Maya.

The Mayan civilisation 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.

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.

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

Each year relates to an animal.

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

The lion represents joy and happiness.

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

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 the object.
- Number each object 0-10.
- Use your the 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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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.



1970s Disco

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.

- 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: 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.

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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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 5

About this Unit

Cricket is a popular team sport played on a large oval field with a bat and ball. It involves two teams, one batting and one fielding, taking turns to play. The batting team aims to score runs by hitting the ball and running between two sets of wickets, while the fielding team tries to get the batsmen out by various means.

A match can last several hours or even days, depending on the format being played. Cricket is known for its use of tactics, thrilling moments, and passionate fans around the world.

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



- backing up:** fielder moves to support another fielder in case they misfield
- close catch:** having both hands relatively close to the body to catch, little fingers together
- compete:** play against someone else
- decide:** make a choice
- deep catch:** catch a ball from height, thumbs together in front of head
- grip:** how you hold the ball or bat
- long barrier:** a fielding action used to stop a ball coming at speed
- momentum:** the direction created by weight and power
- run out:** fielder hits the wickets with the ball when the batter isn't there
- 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

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 and catching:

Look at where the batter is before deciding where to throw. Use a close catch if the ball is coming straight and a deep catch if the ball is coming in from high.

Movement Skills

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

Social

Emotional

Thinking

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

collaboration, communication, respect

honesty, perseverance, determination

observation, provide feedback, select and apply skills, tactics, assessing

Rules

BOWLING

- 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

- 1 run for each changeover.
- 4 runs if they hit it past the boundary after a bounce.
- 6 runs if they hit it past the boundary - no bounce.

Batters

- Look to play in free space.
- Run when it is agreed by both batters (batter 'on strike' is usually best to decide)
- Choose to play boundary shots (4 and 6), when appropriate.
- Stay at the wicket if the ball is too close to a fielder.

OUT

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

Fielders

- Organise yourselves in fielding positions e.g. spread out and stand inside the semi circle to stop 4's and 6's. All stand on the batter's side and go for 'outs'
- Look to backup throws towards wickets.
- Throw between your fielding team to send the ball to the wickets.

Tactics



Healthy Participation

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

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

How will this unit help your body?

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

Home Learning

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

Roll and Run

What you need: 2 or more players, two markers, one ball or rolled up pair of socks.

How to play:

Place two markers 10m apart. Practice rolling to each other. Stop the ball with a long or short barrier.



After each roll, run to the opposite marker and back



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



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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

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



wickets



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.

collaboration, communication, respect

honesty, perseverance

observation, provide feedback, select and apply skills, tactics, assessing

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.

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

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.

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.

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?

Rules

Tactics

Healthy Participation

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

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

How will this unit help your body?

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

Home Learning

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

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.



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



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Knowledge Organiser

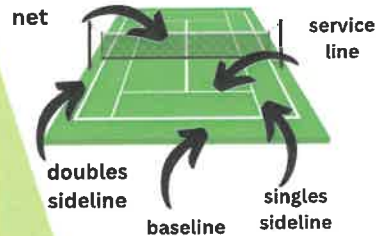
Tennis Year 5

About this Unit

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

The area on a court is different if you play singles or doubles. In doubles, the court is wider.

Tennis has four major competitions a year called the 'Grand Slam'. They are Wimbledon (played on a grass court), the French Open (played on clay) and the US and Australian Opens (played on hard court).



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
- baseline:** the back line of the court
- consecutive:** in a row
- continuous:** keep a rally going
- dominant:** preferred side
- groundstroke:** allow the ball to bounce once
- non-dominant:** weaker side
- option:** possible choices
- pressure:** to add challenge

- readjust:** move feet again to get in a better position
- release:** the point at which you let go of an object
- serve:** used to start a game
- situation:** things that create what happens
- tactic:** a plan that helps you to attack or defend
- technique:** the action used correctly
- volley:** to play the ball before it bounces

Ladder Knowledge



- Shots:** Use a volley if you are close to the net, otherwise use a groundstroke.
- Serving:** Use an underarm serve to start a game or rally. Use the rules for serving when playing against an opponent.
- Rallying:** Choosing the right shot will help to keep the rally going. 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

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

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

- Social** encourage and support others, co-operation, collaboration, communication
- Emotional** perseverance, honesty
- Thinking** observe and provide feedback, reflection, comprehension, select and apply, decision making, use of tactics

Rules

- Win a point if:**
- Opponent hits the ball in the net
 - Opponent hits the ball out of the court area
 - Opponent misses the ball or it bounces twice
 - 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.
- They are plans that you can use to help you to score points, attacking tactics, or stop an opponent from scoring, defending tactics.
- 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

Rally

What you need: a ball or rolled up pair of socks, a hardback book or racket and one or more players.

How to play:

- Count how many times you can hit the ball up to yourself using your book or racket. Try to keep the ball in the centre of the book/racket for good control.
- Can you do this standing on one foot?
- If you have another player, how many times can you send the ball to each other before it hits the floor?
- Make this easier by using socks or by allowing the ball to bounce once in between hits
- Make this easier by one person using a book/racket and the other their hands.

What was your highest score?



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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)

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.

Tactics

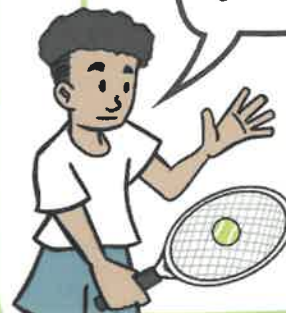
- Tactics are important because they help you to outwit an opponent.
- There are different tactics to use if you are defending or attacking.
- You might use different tactics depending on who you are playing against or the situation.

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.



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

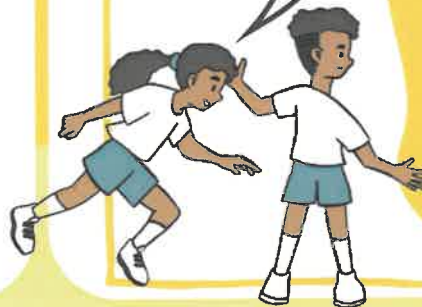


- Focus on your own performance without comparing them with others.
- Work within your own capabilities.

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

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 = 3 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.



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



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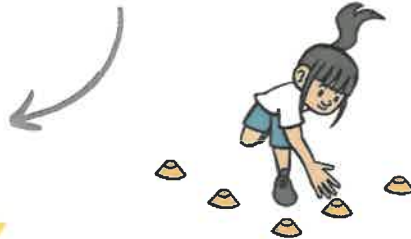
About this Unit

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 or 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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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. E.g 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

Beat the Bowler



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 free balls, trying not to give away half a rounder for two consecutive no balls.
- The batter can give with a tennis racket or by catching and throwing.
- The batter scores a number for each time they miss with the ball is collected by the bowler.

Ball must:

- be 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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Knowledge Organiser

Rounders Year 6

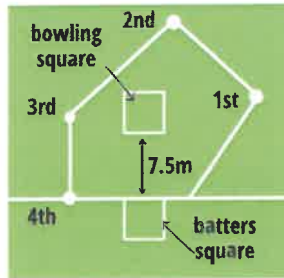
About this Unit

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

Rounders has been played in England for centuries, with records of the game dating back to the 16th century.

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

- abide:** act in accordance with the rules
- appropriate:** suitable approach
- assess:** make a judgement of the situation
- backing up:** to move position to support
- close catch:** having both hands relatively close to the body to catch, little fingers together
- collaborate:** work jointly with others
- consecutive:** in a row
- consistently:** every time
- 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 or strategy
- 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
- umpire:** a person who makes sure the rules are followed



Ladder Knowledge



Striking:

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

Fielding:

Assess the situation before selecting the fielding action.

Throwing and catching:

Make good decisions on 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

- throw
- catch
- bowl
- bat
- field

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

Social

communication, collaboration, respect, co-operation

Emotional

honesty, self regulation, sportsmanship

Thinking

select and apply skills, reflection, assess, 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

Using tactics will help your team to score points, called 'rounders', deny space, limit the oppositions score. There are batting and fielding tactics and these will change depending on the situation, the opposition and the desired outcome.

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

Spell it Out

What you need: post it notes, a pen, a ball or pair of socks.

How to play:

- Write a letter of the alphabet on each post it note and stick them to a wall.
- Begin 3m away and throw your ball to hit the letters to spell the following words...BOWL, CATCH, ROUNDERS, STANCE
- Then have a go at making your own word.
- Have someone else with you? Can they guess your word.
- Playing against someone else? Who can spell the words in the quickest time?

Top tip: Point your fingertips in the direction of your target after you have thrown.



www.getset4education.co.uk

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



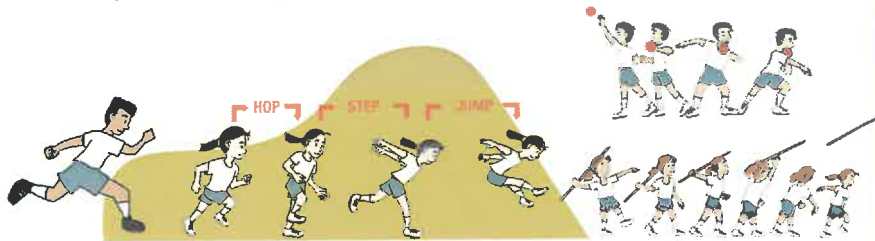
@getset4education136

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

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

- 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.

Home Learning



Find more games that develop these skills in the Home Learning Active Families tab on 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 all 4 and land on same foot, drive knee upwards and forward!

STEP
Land on opposite foot. As far as you can to go + distance

JUMP
Land two feet, arms forward and drive hands forward.



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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

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

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	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



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

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- Throws must be taken from behind a throw line.
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Healthy Participation



In throwing activities ensure you:
 • wait for instruction and check the area is clear before throwing
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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 Bryan Jones, who recorded a jump of 5.73m
- 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