

Knowledge Organiser

Athletics Year 3

About this Unit

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



Official Athletic Events

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

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

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

Have you
seen any of
these events
before?



Key Vocabulary

accuracy: how close the object is to the given target

baton: equipment used in a relay event

control: being able to perform a skill with good technique

event: the name of different athletic activities

further: a greater distance

personal best: a target outcome of an individual

power: speed and strength combined

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

speed: how fast you are travelling

strength: the amount of force your body can use

technique: the action used correctly



Ladder Knowledge



Running:

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

Jumping:

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

Throwing:

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

Movement Skills

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

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

Social collaboration, work safely

Emotional determination, perseverance

Thinking observe and provide feedback, comprehension, explore technique

Rules

JUMPING EVENTS

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

THROWING EVENTS

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

Healthy Participation



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

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



How will this unit help your body?

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

Home Learning

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



It's all About the Pace



What you need: socks and a stopwatch or clock

How to play:

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

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



www.getset4education.co.uk

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

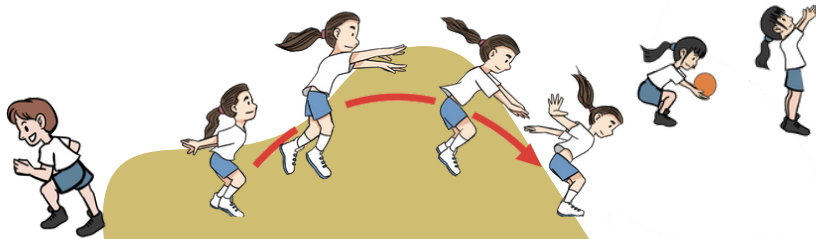
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Knowledge Organiser

Athletics Year 4

About this Unit

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



Official Athletic Events

Running

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

Jumping

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

Throwing

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

Have you
seen any of
these events
before?



Key Vocabulary

accuracy: how close the object is to the given target

distance: how far or how high

heave: throwing with power from low to high

launch: the point where an object is let go

measure: to mark a distance

official: referees who judge events

officiate: to be in charge of the rules

pace: how fast you are running

power: speed and strength combined

record: to make note of

speed: how fast you are travelling

stamina: the ability to move for sustained periods of time

stride: the length of the step

technique: the action used correctly

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



Ladder Knowledge



Running:

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

Jumping:

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

Throwing:

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

Movement Skills

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

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

Social collaboration, leadership

Emotional perseverance, determination, honesty

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

JUMPING EVENTS

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

THROWING EVENTS

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

Healthy Participation



In throwing activities ensure you:

- wait for instruction and check the area is clear before throwing.
- there is adequate space between throwers.

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

How will this unit help your body?

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

Home Learning

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

It's all About the Pace



What you need: socks and a stopwatch or clock

How to play:

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

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



www.getset4education.co.uk

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



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Get Set 4
Education

Knowledge Organiser

Ball Skills Year 3 and Year 4

About this Unit

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



Examples of games that use ball skills:



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

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

Key Vocabulary



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

Ladder Knowledge



Sending:

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

Catching:

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

Tracking:

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

Dribbling:

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

Movement Skills

- track
- throw
- catch
- dribble
- kick

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

Social

communication, work safely, collaboration

Emotional

perseverance, personal challenge, calmness, fairness

Thinking

provide feedback, tactics, comprehension, reflection, make decisions

Strategy

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

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

Healthy Participation



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

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

Home Learning



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



Kerby



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

How to play:

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

Play with more people by playing in teams.

www.getset4education.co.uk

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

How will this unit help your body?

agility, balance, co-ordination, speed



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



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Knowledge Organiser

Basketball Year 3 and Year 4

About this Unit

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

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



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

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



Key Vocabulary

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



Ladder Knowledge



Sending & receiving:

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

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

Dribbling:

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

Year 4: protecting the ball when you dribble will help you to maintain possession.

Space:

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

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

Attacking and defending:

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

Attacking and defending:

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

Movement Skills

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

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

Social working safely, collaboration, support and encourage others

Emotional honesty, determination, perseverance

Thinking exploration, identify areas of strength and areas for development, decision making, use tactics, reflection

Rules

- Double dribble:** dribbling the ball with two hands at the same time and / or dribbling the ball, catching it and then dribbling again.
 - Travelling:** moving with the ball without dribbling it.
 - Foul:** you cannot push, hold or make contact with an opponent that stops their movement.
- If a rule is broken, the opposing team get a free pass.

Tactics

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

Healthy Participation



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

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

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

Body Parts

What you need: A ball

How to play:

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

Top tips:

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



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



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Knowledge Organiser

Cricket Year 3 and Year 4

About this Unit

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

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

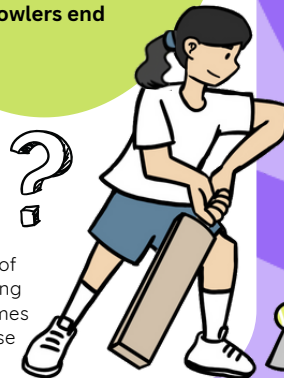
Striking and Fielding Games Key Principles

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

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

batters end

bowlers end



Key Vocabulary

accuracy: how close the object is to the given target

bowled out: when a bowler hits the wickets

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

cushion: take the power out of an object

decision: select an outcome

grip: the way an object is held

momentum: the direction created by weight and power

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

opposition: the other team

pressure: to add challenge

retrieve: to collect

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

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

tactics: a plan or strategy

technique: the action used correctly

tournament: a competition of more than two teams

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

wicket: the three upright sticks and base

Ladder Knowledge



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

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

Striking:

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

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

Fielding:

Throwing:

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

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

Catching:

Year 3: move your feet to the ball.

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

Movement Skills

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

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

Social collaboration, communication, respect

Emotional honesty, perseverance, determination

Thinking observe and provide feedback, apply strategies

Rules

BOWLING

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

RUNS

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

Fielders

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

Tactics

Healthy Participation



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

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



How will this unit help your body?

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

BATTING

- Batting teams are organised into pairs

OUT

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

Batters

- Place the ball away from fielders. Look at where the fielders and the ball is before deciding to run or stay.
- Communicate with your other batter.



Home Learning

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

Hit for Wicket

What you need: a wall or chair, a ball

How to play:

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

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



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

www.getset4education.co.uk

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 3

About this Unit

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

Machines

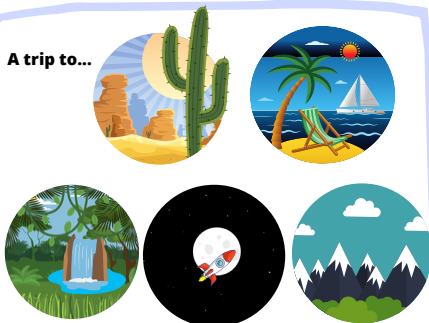
There are an estimated 10 million factories in the world.

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

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

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

A trip to...



Dance Actions

LINE DANCING STEPS

Step 1: The Fan 2 4 6 8

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

1 3 5 7

Step 3: Step Kick, Step Touch

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

Step 2: Heel, Toe

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

2 6

1 5

3 7

4 8

step forward right foot, kick with left

step backward left foot, touch toe back right

heel x2

toe x2

heel

toe

heel

toe

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Get Set 4
Education

Knowledge Organiser

Dance Year 4

About this Unit

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

This
dance is
inspired
by a spy!

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

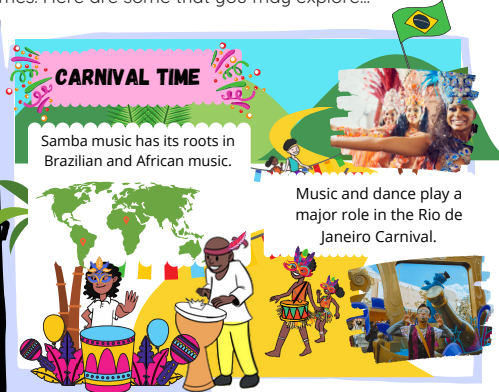
Counts 5-8:
Stand with your feet shoulder width apart,
bend your knees. Transfer weight from left to right,
turning your head from left to right.
Repeat other side.

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

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

Counts 7 and 8:
Run backwards quickly.

The Spy Set Phrase



CARNIVAL TIME

Samba music has its roots in
Brazilian and African music.

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

States of Matter

solid	actions	dynamics	space	relationships
	kick lunge stamp step slide	strongly heavily robotically	same level straight pathways	unison side by side in contact matching
	slide wave twist ripple extend	smoothly fluidly gently gracefully	curved pathways varied directions	some performers in contact canon
	spin leap roll jump kick	smoothly gently fluidly	varied directions pathways levels	random timing not in contact spaced

The Twist

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

Key Vocabulary

action: the movement a performer uses e.g. travel, jump, kick

action and reaction: one movement has an effect on another movement e.g. push/pull, up/down, forward/backward

canon: when performers complete the same action one after the other

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

expression: actions or gestures used to share thoughts or feelings

flow: actions that move from one to another easily

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

match: to perform the same action as someone else

mirror: reflecting the movements of another person as if they are a reflection

mirror: reflecting the movements of another person as if they are a reflection

order: the sequence of actions

performance: the complete sequence of actions

phrase: a short sequence of linked movements

relationship: the ways in which dancers interact; the connections between dancers

represent: to stand for something

rhythm: a strong, regular repeated pattern of movement

space: the 'where' of movement such as levels, directions, pathways, shapes

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

timing: moving to the beat of the music

unison: two or more people performing the same movement at the same time

Ladder Knowledge



Actions:

Some actions are better suited to a certain character, mood or idea than others. Think carefully about the actions you choose to help you show your dance idea.

Dynamics:

Some dynamics are better suited to a certain character, mood or idea than others. Think carefully about the dynamics you choose to help you show your dance idea.

Space:

Space can be used to express a certain character, mood or idea.

Relationships:

Some relationships are better suited to a certain character, mood or idea than others. Think carefully about the relationships you choose to help you show your dance idea.

Movement Skills

- actions
- dynamics
- space
- relationships

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

Social co-operation, communication, inclusion, collaboration

Emotional confidence, empathy, determination

Thinking observe and provide feedback, select and apply skills, creativity, comprehension

Strategies

Being aware of other performers in your group will help you to move in time. You can select from a range of dance techniques to help translate your dance idea such as actions, space, dynamics and relationships.

Healthy Participation



You should be bare foot for dance.

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

Home Learning

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

Family Fun Dance

How to play:

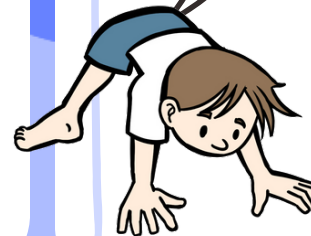
- Think of the typical gestures and movements some of your family members do all of the time.
- Decide on two or more typical movements for each person.
- Link these into a dance performance and add some music to your dance.
- Perform to your family.
- If you have a brother or sister, you could create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

You could even use your pets for ideas.



www.getset4education.co.uk

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



How will this unit help your body?

Balance, co-ordination, flexibility.

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



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Knowledge Organiser

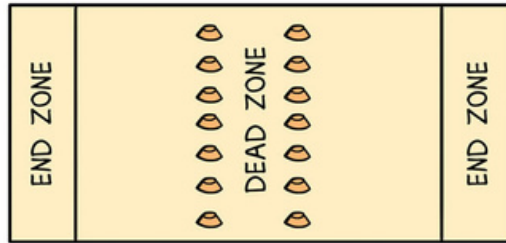
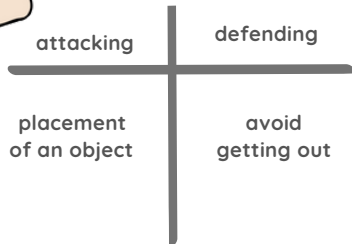
Dodgeball Year 3 and Year 4

About this Unit

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



Key Principles of Target Games (dodgeball, golf)



Dodgeball originated in Africa over 200 years ago!

Key Vocabulary



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

Ladder Knowledge



Throwing:

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

Catching:

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

Movement Skills

- throw
- catch
- dodge
- jump

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

Social respect, communication, collaboration

Emotional honesty, perseverance

Thinking comprehension, make decisions, select and apply skills

OUTS

A player is 'out' when:

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

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

Rules

Tactics

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

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

Healthy Participation



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

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



How will this unit help your body?

agility, balance, co-ordination, speed.

Home Learning



Dodge or Catch

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

How to play:

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



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



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Knowledge Organiser

Fitness Year 3 and Year 4

About this Unit

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

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



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



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

Key Vocabulary

accelerate: speed up
agility: the ability to change direction quickly
balance: the ability to maintain stability when stationary (static balance) or when moving (dynamic balance)
co-ordination: moving two or more body parts at the same time
control: being able to perform a skill with good technique
decelerate: slow down
direction: forwards, backwards, sideways
dynamic: how an action is performed e.g. quickly, slowly, gently
muscle: tissue that helps us to move our bodies
progress: to improve
react: to respond to quickly
record: to make note of
speed: how fast you are travelling
stamina: the ability to move for sustained periods of time
static: on the spot
strength: the amount of force your body can use
technique: the action used correctly



Ladder Knowledge



Agility:	Balance:	Co-ordination:	Speed:	Strength:	Stamina:
Year 3: agility helps us with everyday tasks.	Year 3: balance helps us with everyday tasks.	Year 3: co-ordination helps us with everyday tasks.	Year 3: leaning slightly forwards helps to increase speed. Leaning your body in the opposite direction to travel helps to slow down.	Year 3: when completing strength activities, they need to be performed slowly and with control to help you to stay safe.	Year 3: stamina helps us in other life activities.
Year 4: keep your elbows bent when changing direction to help you to stay balanced.	Year 4: you need to squeeze different muscles to help you to stay balanced in different activities.	Year 4: if you begin in a ready position, you can react quicker.	Year 4: a high knee drive, pumping your arms and running on the balls of your feet will give you more power.	Year 4: strength comes from different muscles and it can be improved in different ways.	Year 4: you need to pace yourself when running further or for a long period of time.

Movement Skills

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

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

Social support others, work safely, communication

Emotional perseverance, determination, honesty

Thinking identify areas of strength and areas for development

Strategy

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

Healthy Participation



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



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



How will this unit help your body?

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

Home Learning



Stickman

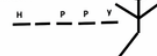
What you need: A pen and piece of paper, one player, one person to choose the words.

How to play:

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

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

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



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



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Knowledge Organiser

Football Year 3 and Year 4

About this Unit

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

Bally ballerson!

Early versions of football can be traced back over 3000 years to the Mesoamerican civilisation where the ball they played with was actually a rock! Ancient Chinese civilisations used a round ball made out of feathers or fur, the Aboriginals used balls made of leaves and in Medieval Europe the ball was made out of a pig's bladder. When football as we know it grew in popularity, the ball changed too and nowadays, the ball is made out of leather.



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

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

Key Vocabulary

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

Ladder Knowledge



Sending & receiving:

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

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

Dribbling:

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

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

Space:

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

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

Attacking and defending:

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

Attacking and defending:

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

Movement Skills

- dribble
- pass
- receive
- track

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

Social

co-operation, respect, communication

Emotional

determination, honesty, persevere, independence

Thinking

decision making, comprehension, select and apply, use tactics

Rules

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

Tactics

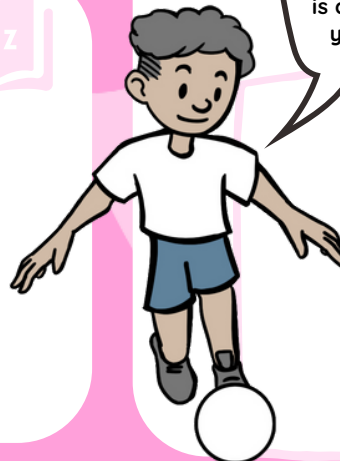
Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals.

Healthy Participation



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

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



How will this unit help your body?



agility, balance, co-ordination, speed, stamina

Home Learning



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

Shrink and Move



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

How to play:

- Place two markers 2m apart to create a goal and the third marker 3m away as the starting point.
- Attempt to kick the ball through the goal.
- If successful, **shrink** the goal making it smaller. Repeat, trying to kick the ball through the goal.
- If successful, **shrink** the goal again and repeat.
- When the goal is ball sized, the next challenge is to **move** the start cone back 1m.
- If successful, repeat **moving** the start cone back again.



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



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Knowledge Organiser

Fundamentals Year 3 and Year 4

About this Unit

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

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

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

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



Key Vocabulary



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

Ladder Knowledge



Running:

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

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

Balancing:

Year 3: balance helps us with everyday tasks.

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

Jumping and hopping:

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

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

Skipping:

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

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

Movement Skills

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

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

Social respect, collaboration, support and encourage others

Emotional determination, perseverance, honesty

Thinking select and apply, observation, provide feedback, comprehension

Strategy

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

Healthy Participation



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

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



How will this unit help your body?

agility, balance, co-ordination, speed

Home Learning

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

Change it

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

How to play:

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

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



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Knowledge Organiser

Golf Year 3

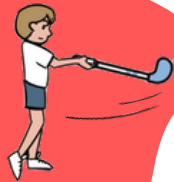
About this Unit

In golf, players use a club to hit a ball into a hole. The size of the swing is shortened or lengthened to make the ball go different distances.



A drive is a long shot. The club is swung in a full circle.

A putt is a short accurate shot that uses a tick-tock swing.



A chip is used in a short game. In a chip the ball is lifted and then rolls.

Key Vocabulary



accurate: on target

chip: a shot used in golf over a short distance

drive: a shot in golf used to hit over a long distance

grip: the way an object is held

opposition: the other team

power: speed and strength combined

putt: a short shot played when the ball is on the green (near the hole)

strike: to hit

swing: smooth semi circular action

technique: the action used correctly

tournament: a competition of more than two teams

Ladder Knowledge



Striking

Using a bigger swing will give you more power.

Movement Skills

- balance
- co-ordination
- striking
- throwing

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

Social safety, collaboration, respect, support

Emotional honesty, perseverance, determination

Thinking select and apply, provide feedback

Rules

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

Healthy Participation



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

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



How will this unit help your body?

balance and co-ordination

Home Learning



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

Golf Getters



What you need: 1 ball, frying pan, socks.

How to play:

- Place the socks in a space.
- Begin 6-8m away from the socks.
- Use the frying pan to hit the ball towards the socks.
- Count how many hits it takes to get the ball to hit the socks.

Play the game again, can you get there in less hits?

Playing against someone else? Who can hit the socks in the fewest hits?



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



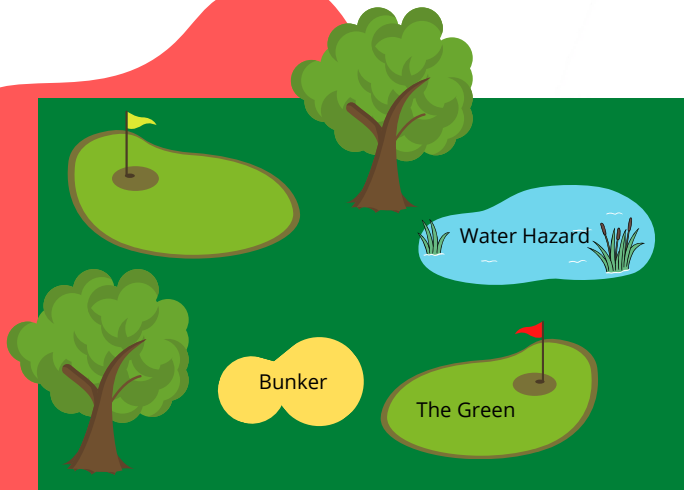
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Knowledge Organiser

Golf Year 4

About this Unit

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



Key Vocabulary

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



Ladder Knowledge



Striking

using a smooth action will help to increase accuracy.

Movement Skills

- balance
- co-ordination
- striking

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

Social work safely, support and encourage others, collaboration, respect, communication

Emotional perseverance, determination, honesty

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

Rules

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

Healthy Participation



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

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



How will this unit help your body?

balance and co-ordination

Home Learning

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



Hit it to Win it

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

How to play:

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



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



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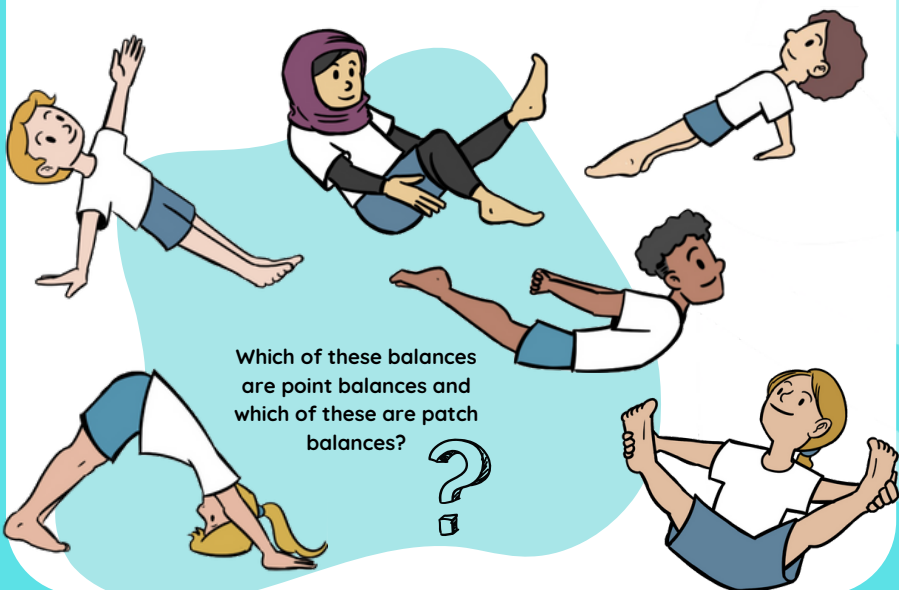


Get Set 4
Education

Knowledge Organiser Gymnastics Year 3

About this Unit

Gymnastics is made up of a range of movement skills including balances, jumps rolls and shapes. Gymnastics was one of the first Olympic sports and is still an Olympic sport today. Almost all gymnastic events are performed on special equipment, such as rings or bars. This equipment is called apparatus.



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



Key Vocabulary

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

contrast: different to one another

control: being able to perform a skill with good technique

direction: forwards, backwards, sideways

extend: to make longer

flow: smooth link

landing position: a stable position used after jumping

match: the same

matching: to perform the same action as someone else

patch: a large body part

point: a small body part

take off: the moment a person begins jump



Ladder Knowledge



Shapes:

Use body tension to make your shapes look better.

Balances:

Make your balances look interesting by using different levels.

Rolls:

Tuck your chin to your chest in a forward roll. Roll onto the top of your shoulders

Jumps:

Change the take off and shape of your jumps to make them look interesting.

Movement Skills

- point and patch balances
- jumps
- straight roll
- barrel roll
- forward roll

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

Social work safely, collaboration, supportive

Emotional perseverance, confidence, independence

Thinking observe and provide feedback, creativity, select and apply skills

Strategy

Use different levels to help make your sequence look interesting.

Healthy Participation



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

Home Learning



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

Point and Patch



What you need: a soft, flat surface.

How to play:

- Create a sequence using three or four balances, include both point and patch balances.
- Add a start and finish position.
- Show a friend or family member.

Remember to hold the balances for five seconds!



www.getset4education.co.uk

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



How will this unit help your body?

balance,
co-ordination,
flexibility, strength



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



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