Knowledge Organiser
Athletics Year 3

Get Set 4 Education

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 to slow to fast will help you to throw further.

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

Have you seen any of these events before?

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 closet 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

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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.



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

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

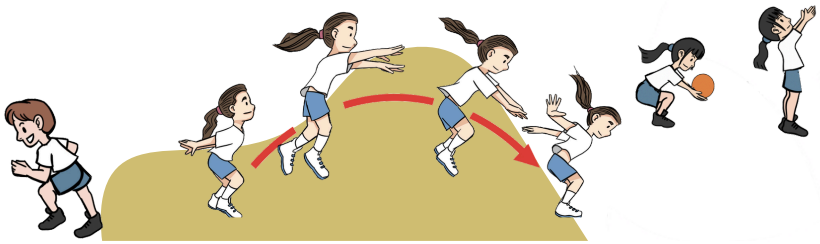
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Knowledge Organiser
Athletics Year 4

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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	Jumping	Throwing
Sprinting 100m, 200m, 400m **Hurdles** **Relay** **Middle Distance** 800m, 1500m **Long Distance** 5,000, 10,000 **Steeplechase**	**Long Jump** Jump for distance **Triple Jump** Jump for distance **High Jump** Jump for height **Pole Vault** Jump for height	**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

Rules

JUMPING EVENTS

- Performers must take off before the line.
- Jumps are measured from the take-off line to the body part closet 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.



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



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

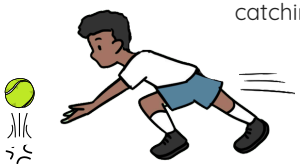
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Knowledge Organiser
Ball Skills Year 3

Get Set 4 Education

About this Unit

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



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

Examples of games that use ball skills:

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

Key Vocabulary

accurate: successful in reaching the intended target
block: to prevent a movement or pathway of an object
opponent: someone not on your team
personal best: a target outcome of an individual
possession: when a team has the ball they are in possession
power: speed and strength combined
receive: to collect or stop a ball that is sent to you
technique: the action used correctly
track: to move your body to get in line with a ball that is coming towards you

Ladder Knowledge



Sending:
Pointing your hand/foot to your target as you release will help you to send a ball accurately.

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

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

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

Movement Skills

- track
- throw
- catch
- dribble
- kick

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

Social respect, co-operation, communication

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

Thinking comprehension, select and apply, feedback, make decisions

Tactics

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

Healthy Participation

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

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



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

How will this unit help your body?

agility, balance, co-ordination, speed

Home Learning

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

Ballers

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

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





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Knowledge Organiser
Ball Skills Year 4

Get Set 4 Education

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	Rounders	Tennis
Boccia	Football	Cricket	Volleyball
New Age Kurling	Tag Rugby	Baseball	Badminton
Dodgeball	Handball		
	Basketball		

Key Vocabulary

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

Ladder Knowledge

Sending:
You can use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender.

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

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

Dribbling:
Dribbling with soft hands/touches will help you to keep control.

Movement Skills

- track
- throw
- catch
- dribble
- kick

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

Social communication, work safely, collaboration

Emotional perseverance, personal challenge, calmness, fairness

Thinking provide feedback, tactics, comprehension, reflection, make decisions

Strategy

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

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

Healthy Participation

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

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



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

Kerby

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

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

Play with more people by playing in teams.

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Knowledge Organiser
Basketball Year 3

Get Set 4 Education

About this Unit

Basketball is an invasion game where teams compete to score in the opposition's area. In this unit, you'll develop fundamental movement skills like dribbling, passing, and shooting. We'll explore different ways to select and apply skills, make smart decisions, and understand basic tactics.

Basketball is a fantastic way to practice important life skills like responsibility, collaboration, and respect. As we play, you'll have the chance to demonstrate honesty and determination, showing perseverance in every game and practice.

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

accurate: successful in reaching the intended target
attack: the offensive action of trying to score goals or points
communicate: share information
control: being able to perform a skill with good technique
intercept: to gain possession of the ball
invasion: a game of two teams who invade each other's space to score goals
opponent: a player on the other team
possession: to have
referee: the person who makes sure the rules are followed
shoot: to send the ball to the target to score a goal or point
tactic: a plan that helps you to attack or defend
teammate: a player on your team
teamwork: working with others to succeed
tournament: a competition of more than two teams

Ladder Knowledge

Sending & receiving:
Point your hands to your target when throwing to help to send the ball accurately.

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

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

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

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

Movement Skills

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

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

Social responsibility, collaboration, respect

Emotional honesty, determination, perseverance

Thinking exploration, select and apply skills, make decisions, 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.

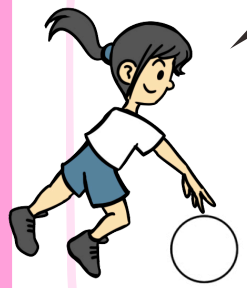
If a rule is broken, the opposing team get a free pass.

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

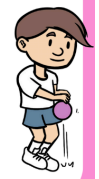
Home Learning

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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Knowledge Organiser
Basketball Year 4

Get Set 4 Education

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
decision: select an outcome
delay: to slow someone down
deny: to prevent an action happening
gain: get possession of the ball
option: possible choices
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
supporting: being an option for the person with the ball
teamwork: working with others to succeed
tournament: a competition of more than two teams

Ladder Knowledge

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

Dribbling: Protecting the ball when you dribble will help you to maintain possession.

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

Attacking Shoot when close to goal or if there is a clear path.

Defending: 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 responsibility, communication, support

Emotional honesty, independence, confidence, perseverance

Thinking exploration, observation, select and apply skills, make decisions

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.



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



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Knowledge Organiser
Cricket Year 3

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Ladder Knowledge

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

Fielding: Communicate with teammates before throwing them a ball.

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

Catching: Move your feet to the ball.

Movement Skills

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

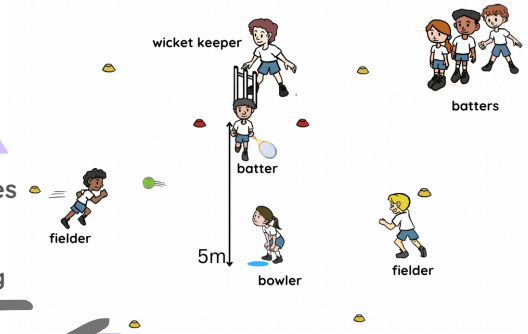
This unit will also help you to develop other important skills.

- **Social** communication, support, collaboration, respect
- **Emotional** honesty, perseverance, determination
- **Thinking** select and apply skills and tactics, make decisions

About this Unit

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

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



Striking and Fielding Games Key Principles

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

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

Rules

BOWLING

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

BATTING

- Batting teams are organised into pairs

RUNS

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

OUT

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

Tactics

Fielders

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

Batters

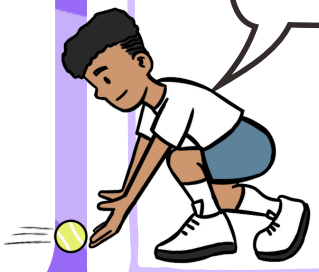
- Bat to space away from fielders.

Healthy Participation

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

Key Vocabulary

accuracy: how close the object is to the given target
bowl: when the bowler sends the ball to a batter
caught out: when a player catches an opponent's ball deeming them out
no ball: a bowled ball deemed to be outside of the rules
runs: what points are called in cricket
strike: to hit
tactics: a plan or strategy
technique: the action used correctly
tournament: a competition of more than two teams
track: to follow
umpire: a person who referees the game making sure the rules are followed
wicket: the three upright sticks and base



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

Score Runs

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

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

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

How many runs did the batter score? Switch roles.

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Knowledge Organiser
Cricket Year 4

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Ladder Knowledge

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

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

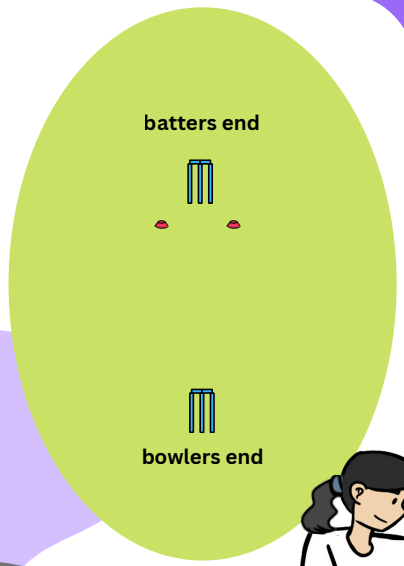
Throwing:
Being balanced before throwing will help to improve the accuracy of the throw.

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

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?



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.

BATTING

- Batting teams are organised into pairs.

OUT

- Bowled out: bowler bowls a ball that hits the wicket
- Caught out: fielder catches a batted ball
- 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

Tactics

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.

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.

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.

Key Vocabulary

accuracy: how close the object is to the given target
bowled out: when a bowler hits the wickets
caught out: when a player catches an opponent's ball deeming them out
cushion: take the power out of an object
decision: select an outcome
grip: the way an object is held
momentum: the direction created by weight and power
no ball: a bowled ball deemed to be outside of the rules
opposition: the other team
pressure: to add challenge
retrieve: to collect
run out: when a fielder hits a wicket before the batter is there
short barrier: creating a barrier with hands in front of feet to stop a ball travelling at slow speed
tactics: a plan or strategy
technique: the action used correctly
tournament: a competition of more than two teams
two-handed pickup: fielding technique where a field can scoop the ball with two hands
wicket: the three upright sticks and base



How will this unit help your body?

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

Home Learning

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

Hit for Wicket

What you need: a wall or chair, a ball

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

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



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

www.getset4education.co.uk

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

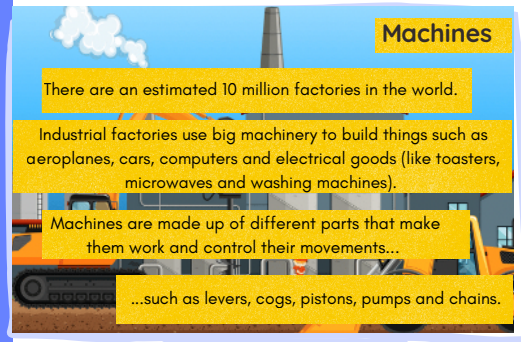
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Knowledge Organiser
Dance Year 3

Get Set 4 Education

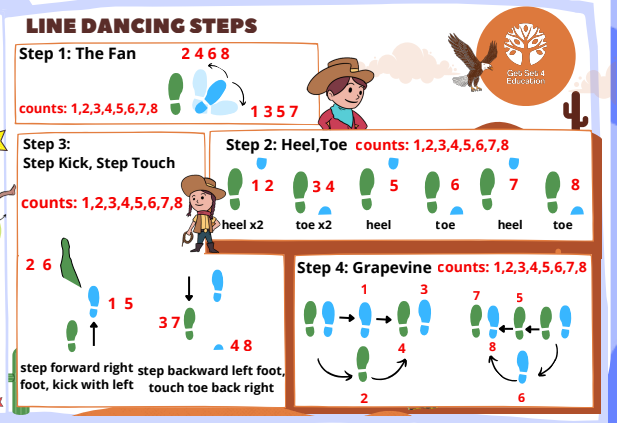
About this Unit

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









Key Vocabulary

action: the movement a performer uses e.g. travel, jump, kick
canon: when performers complete the same action one after the other
create: to make
dynamics: how an action is performed e.g. quickly, slowly, gently
explore: to try out and discover ideas
expression: actions or gestures used to share thoughts or feelings
extend: to make longer
feedback: information given to make improvements
formation: where performers are in the space in relation to others
interact: to communicate with others
pathway: designs traced in space (on the floor or in the air)
perform: to present to an audience
pose: a position, usually still
timing: moving to the beat of the music
unison: two or more people performing the same movement at the same time

Ladder Knowledge



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

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

Space:
Use space to help your dance to flow.

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

Movement Skills

- actions
- dynamics
- space
- relationships

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

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

Emotional confidence, acceptance, sensitivity, perseverance

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

Strategies

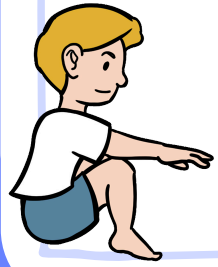
Use canon and unison to create different effects in your dance. Listen carefully to the music you are dancing to. Dancing with an awareness of the music will make your dance look more complete.

Healthy Participation

You should be bare foot for dance.

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

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



How will this unit help your body?

balance, co-ordination, flexibility.

Home Learning

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

Name Dance

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

Show your dance to a family member or friend.

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

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Knowledge Organiser
Dance Year 4

Get Set 4 Education

About this Unit

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

This dance is inspired by a spy!

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

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

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

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

Counts 7 and 8:
Run backwards quickly

The Spy Set Phrase



States of Matter

	actions	dynamics	space	relationships
solid	kick lunge stamp step slide	strongly heavily robotically	same level straight pathways	unison side by side in contact matching
liquid	slide wave twist ripple extend	smoothly fluidly gently gracefully	curved pathways varied directions	some performers in contact canon
gas	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.



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

Family Fun Dance

Get Set 4 Education

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

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

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