



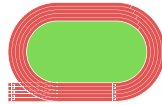
Get Set 4
Education

Knowledge Organiser

Athletics Year 5

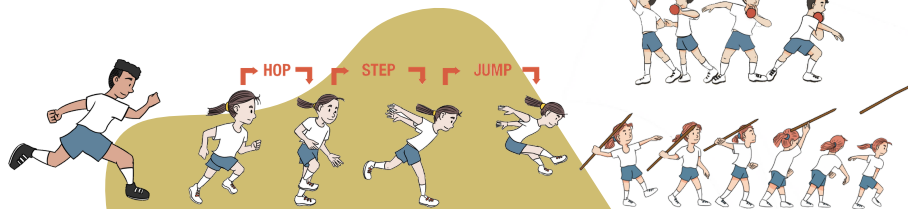
About this Unit

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



You will learn the following athletic activities:

long distance running, sprinting, relay, triple jump, shot put and javelin.



Official Athletic Events

Running

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.

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

Triple Jump



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

How to play:

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

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

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

JUMP
Land two feet. Jump forward and drive hands forward.



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



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Get Set 4
Education

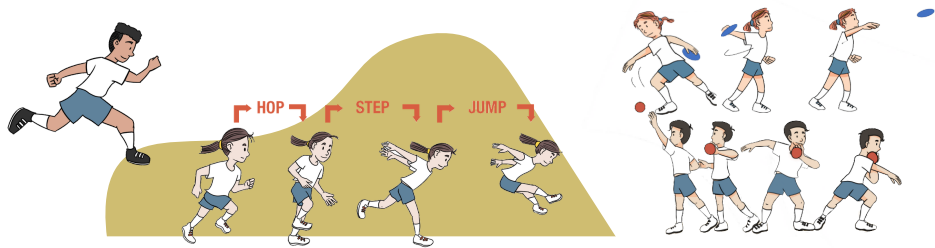
Knowledge Organiser

Athletics Year 6

About this Unit

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

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



Official Athletic Events

Running

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

Jumping

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

Throwing

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

Have you
seen any of
these events
before?



Key Vocabulary



discus: a disc that is thrown in athletics
drive: a forceful and controlled movement to help move you forward
event: activities that are either running, jumping or throwing
explosive: produce force in a short space of time
fling: technique used to throw a discus
grip: the way an object is held
maximum: to work to your best
meet: an athletics competition

officiate: to be in charge of the rules
pace: how fast you are running
pattern: sequence of movements
phase: a section of an action
power: speed and strength combined
release: the point at which you let go of an object
rhythm: a strong, regular repeated pattern of movement
stance: the body position taken
strategy: a plan of action to complete a set task or challenge

Ladder Knowledge



Running:

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

Jumping:

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

Throwing:

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

Movement Skills

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

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

Social negotiating, collaborating, respect
Emotional empathy, perseverance, determination
Thinking observing and providing feedback, comprehension

Rules

JUMPING EVENTS

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

THROWING EVENTS

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

Healthy Participation



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

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



How will this unit help your body?

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

Home Learning

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



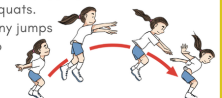
Long Jump World Record Attempt



What you need: A measuring tape.

How to play:

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



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

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

Knowledge Organiser

Badminton Year 5

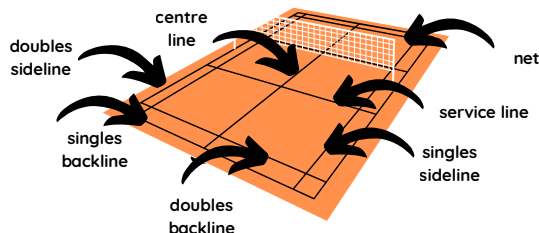
About this Unit

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

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

Net and Wall Games Key Principles

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



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



Key Vocabulary

adjust: move feet to get in a better position

communicate:

dominant: preferred side

non-dominant: weaker hand

pressure: to add challenge

serve: used to start a game

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

situation: things that create what happens

tactic: a plan that helps you to attack or defend

technique: the action used correctly

Ladder Knowledge



Shots:

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

Serving:

Use a serve to start a game or rally.

Rallying:

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

Footwork:

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

Movement Skills

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

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

Social co-operation, collaboration, communication, respect

Emotional perseverance, patience, honesty

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

Rules

Win a point if:

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

Serving rules:

- Serve must be hit with an underarm action below the waist and must land past the service line and into the correct service area.
- Both feet must be in contact with the floor when hitting the shuttlecock.
- If the server wins a rally, the server scores a point and then serves again.
- If the receiver wins a rally, the receiver scores a point and becomes the new server.

Tactics

Attacking:

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

Defending:

- Recover quickly to a ready position in the centre of the space.

Healthy Participation



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



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

How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

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

React

What you need:

a long stick or broom per player

How to play:

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

The player that avoids spelling the word wins the game.



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



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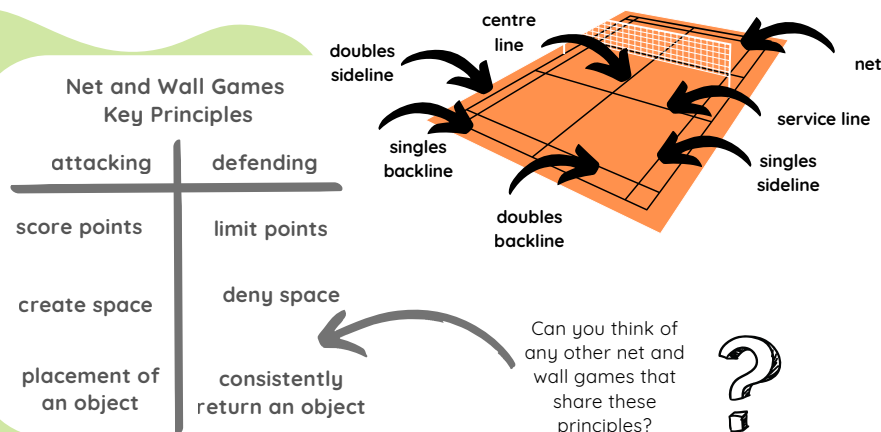
Knowledge Organiser

Badminton Year 6

About this Unit

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

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



Key Vocabulary



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

Ladder Knowledge



Shots:

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

Serving:

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

Rallying:

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

Footwork:

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

Movement Skills

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

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

Social collaboration, communication, respect, encouragement

Emotional perseverance, patience, honesty

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

Rules

Win a point if:

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

Serving rules:

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

Tactics

Attacking:

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

Defending:

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

Healthy Participation



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



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

How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

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

Over the Net



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

How to play:

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



Play first to five.

Make this easier by playing with a bigger ball.

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Knowledge Organiser

Basketball Year 5

About this Unit

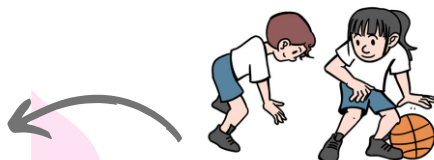
Basketball is a dynamic invasion game where two teams compete to score points by shooting into the opponent's hoop. You'll learn key skills like dribbling, passing, catching and shooting.

At the end of the unit, you'll participate in a tournament to showcase your new skills and knowledge in real game situations.

In a standard game, five players from each team are on the court at a time. The NBA, or National Basketball Association, in America, is the most famous basketball league in the world. It attracts top players from all over the globe every year.

Invasion Games Key Principles

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



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



Key Vocabulary

ball carrier: person in possession
close down: to reduce the amount of space for an opponent
communicate: sharing information with others
decision: select an outcome
delay: to slow someone down
deny: to prevent an action happening
drive: a fast movement that helps to tell the ball carrier that you want the ball
maintain: to keep
protect: to look after

rebound: when a player attempts to shoot a goal but the ball hits the basket or backboard and bounces back into play
receiver: the person collecting or stopping the ball
situation: circumstances that create the environment
sportsmanship: play fairly, respect others and be gracious in victory and defeat
tactics: a plan that helps you to attack or defend
technique: how you apply a skill
tournament: a competition of more than two teams

Ladder Knowledge



Sending & receiving:

Not having a defender between you and the ball carrier helps you to send and receive with better control.

Dribbling:

Dribbling in different directions and at different speeds will help you to lose a defender.

Space:

Moving to space even if you do not receive the ball will help to create space for a teammate.

Movement Skills

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

Social

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

Emotional

honesty, confidence, perseverance, fair play

Thinking

select and apply skills, make decisions, observation, tactics, feedback

Rules

- **Double dribble:** cannot dribble the ball with two hands at the same time and/or dribble the ball, catch it and then dribble again.
 - **Travelling:** cannot move with the ball without dribbling it.
 - **Foul:** cannot hold or push an opponent.
- If any of these rules are broken, a free pass is awarded to the other team.

Tactics

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

Healthy Participation



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

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

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

Defending Battle

What you need: 2 players, a ball, 4 markers

How to play:

- Set up a square.
- The attacker dribbles and tries to stop the ball on one of the markers to score a point.
- After scoring, the defender takes three steps away from the attacker.
- The attacker can't score on the same marker they started from.
- If the defender wins the ball they become the attacker.

Top tips:

- Attacker: turn your back to the defender and put your non-dribbling hand out to protect the ball.
- Defender: block spaces and only collect the ball when it's free.

Easier: Attackers are allowed to double dribble (use both hands at the same time or dribble, hold with two hands, dribble again).

Harder: Make the area larger.

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



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Knowledge Organiser

Basketball Year 6

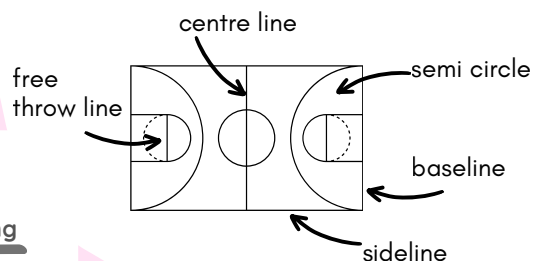
About this Unit

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

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

Invasion Games Key Principles

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



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



Key Vocabulary

abide: act in accordance with the rules
angle: formed when two lines come together at a shared point e.g. arm to floor
ball carrier: person in possession
ball side: the space between the ball carrier and the person you are marking
barrier: an obstacle that prevents movement or access
create: to make space
dominant: preferred side
draw: encourage movement of an opponent

maintain: to keep
rebound: when a player attempts to shoot a goal but the ball hits the basket or backboard and bounces back into play
sportsmanship: play fairly, respect others and be gracious in victory and defeat
support: to help
tactics: a plan that helps you to attack or defend
transition: moving from attack to defence or defence to attack
turnover: when a team not in possession of the ball gains possession

Ladder Knowledge



Sending & receiving:

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

Dribbling:

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

Space:

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

Movement Skills

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

Social

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

Emotional

honesty and fair play, confidence, persevere

Thinking

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

Rules

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

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

Tactics

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

Healthy Participation



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

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

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

Can't Touch This

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

How to play:

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

Top tips:

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



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



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Knowledge Organiser

Cricket Year 5

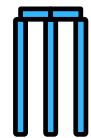
About this Unit

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.

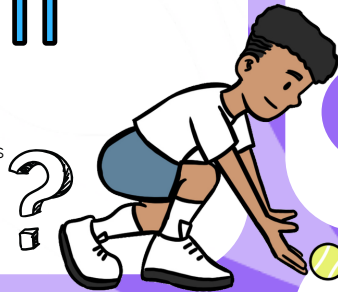
Striking and Fielding Games Key Principles

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

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

Social collaboration, communication, respect

Emotional honesty, perseverance, determination

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

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.

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.

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



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.



Time 1 minute. How many can you stop in that time? Repeat. Can you beat your score?

After each roll, run to the opposite marker and back.



Time 1 minute. How many changeovers can you make in that time? Repeat. Can you beat your score?

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Knowledge Organiser

Cricket Year 6

About this Unit

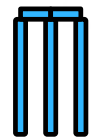
Cricket is a striking and fielding game. A full cricket match is played between two teams of 11 players each. Runs are scored by hitting a ball and running between the stumps, called wickets.

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

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

Striking and Fielding Games Key Principles

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



wickets

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



Key Vocabulary



abide: act in accordance with the rules

assess: make a judgement of the situation

collaborate: work together

close catch: having both hands relatively close to the body to catch, little fingers together

consistently: do the same again

deep catch: catch a ball from height, thumbs together in front of head

long barrier: a fielding action used to stop a ball coming at speed

momentum: the direction created by weight and power

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

situation: circumstances that create the environment

stance: the body position taken

tactic: a plan

tournament: a competition of more than two teams

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

Ladder Knowledge



Striking:

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

Fielding:

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

Throwing and catching:

Decide who to throw to and when to throw in order to get batters out.

Accuracy, speed and consistency of throwing and catching will help to limit a batter's score.

Movement Skills

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

Social

Emotional

Thinking

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.

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.

BATTING

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

OUT

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

Fielders

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

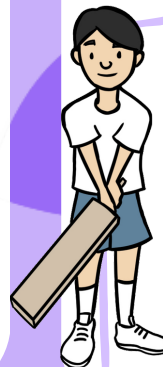
Rules

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.

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

Highest number of runs wins.



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Get Set 4
Education

Knowledge Organiser

Dance Year 5

About this Unit

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

Dance by Chance

Merce Cunningham is an American composer.

Cunningham created a style of dance that was by chance, often called 'dance by chance'.

He used random and chance methods to choreograph dance by assigning actions, dynamics and relationships and space to numbers.

He then used methods such as phone numbers, birthdays and rolling a dice to create his dance.

Rock and Roll

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

Ancient Maya

This dance takes inspiration from Ancient Maya.

The Mayan 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.

Chinese New Year



Each year relates to an animal.

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

The lion represents joy and happiness.

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

Key Vocabulary

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

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

choreograph: create a sequence of actions or movements

choreography: the sequence of actions or movements

collaborate: work jointly with others

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

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

genre: a style

motif: a movement phrase that relates to the stimulus that is repeated and developed throughout the dance

pathway: designs traced in space (on the floor or in the air)

performance: the complete sequence of actions

phrase: a short sequence of linked movements

posture: the position someone holds their body in

quality: the standard of the skill

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

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

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

timing: moving to the beat of the music

transition: moving from one action or position to another

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

Ladder Knowledge



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

Dynamics:

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

Space:

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

Relationships:

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

Movement Skills

- actions
- dynamics
- space
- relationships

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

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

Emotional empathy, confidence, perseverance

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

Strategies

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

Healthy Participation



You should be bare foot for dance.

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

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

How will this unit help your body?

Balance, co-ordination, flexibility.

Home Learning

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

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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Get Set 4
Education

Knowledge Organiser

Dance Year 6

About this Unit

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



STAMP, CLAP

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

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

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



Bhangra Dance

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



Contemporary

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

Contemporary dance is all about self-expression, storytelling, and interpretation.

Contemporary dancers have freedom of movement, allowing their bodies to freely express feelings, characters and events.



1970s Disco

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

Key Vocabulary



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

aesthetic: how a performance or skill looks

choreography: the sequence of actions or movements

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

express: make suggestions

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

freeze frame: when performers create an image without movement

inspiration: to take ideas from

mood: a state of feeling

motif: a movement phrase that relates to the stimulus that is repeated and developed throughout the dance

phrase: a short sequence of linked movements

pose: a position, usually still

refine: to improve the quality

rehearse: to practise

stimulus: something that creates ideas

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

style: the type of dance

transition: moving from one action or position to another

Ladder Knowledge



Actions:

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

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

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.

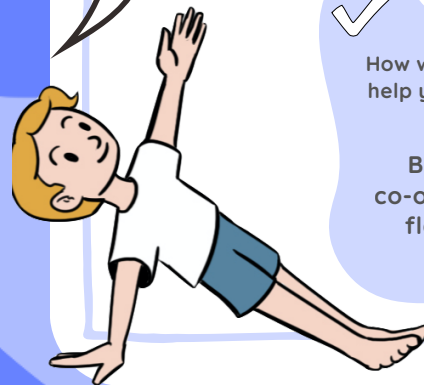
Healthy Participation



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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