

Year 4 – Netball

Knowledge Organiser

Prior Learning

Performed basic netball skills, including passing and catching. Used space effectively to build attacking play. Implement the basic rules of netball.

Unit Focus

Introduce high-five netball positions. Acquire and apply basic shooting techniques. Demonstrate and implement some basic rules of high five. Develop netball skills such as marking and footwork. Introduce the concept of preliminary moves.

We are learning...

1. to protect the ball once we have caught it.
2. to use basic shooting techniques in a game.
3. one-to-one marking.
4. to pivot once we have caught the ball.
5. to use quick feet.
6. to use preliminary moves.

Key Questions

1. In what other sports would you need to mark players?
2. What is given to the opposing team if you commit a footwork foul?
3. What did you do well in the games and what could you improve?

Equipment

Netballs, cones, bibs, stopwatch, Goals—Junior posts, if possible, hoops, stopwatch.

Vocabulary

Protect, semi-circle, one-to-one, pivot, pivoting, preliminary.

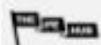
Rules

Footwork foul - If you land on two feet at the same time or if you catch the ball stationary without jumping, you can choose which foot to pivot. If you land right-left or left-right, you use the back foot to pivot on - so this foot cannot leave the floor otherwise, this would be a footwork foul.

Assessment Overview

Head - Show some awareness of high-five positions.
Hand - Use basic shooting techniques in isolation and in a game.
Heart - Work as part of a team to ensure all players are marked.





Year 5 – Dance Unit 1

Knowledge Organiser

Prior Learning

Worked to develop a solo secret agent phrase and explore relationship variations through trio dance, such as action and reaction. Practised and performed a variety of different formations.

Unit Focus

Perform different genres of dance with confidence, displaying key stylistic features of both Bollywood and Line Dance styles. Perform with strength, stamina and emotion, offering detailed feedback for others to improve their work.

We are learning...

1. how to dance in the style of Bollywood.
2. how to create a Bollywood dance duet.
3. how to present and appreciate a Bollywood dance.
4. how to dance in the Line Dancing style.
5. how to create a group Line Dance.
6. How to present and appreciate a Line Dance.

Key Questions

1. What are the stylistic features of Bollywood?
2. Can you identify some of the differences between Bollywood dancing and today's Line Dancing?
3. Why is it important to transition between each wall?

Equipment

Music player, music, cones, hoops, throw down spots, laptop, internet access.

Vocabulary

Bollywood, Mudra, Lotus Flower, Flag, Deer, Bhangra, Line Dance, switch, heel switch, heel hooks, rodeo kick, step touch, grapevine, slide.

Concepts

A stylistic feature in dance is something that makes a particular style of dance look and feel different from others, a kind of signature or flavour that helps us recognise the style. E.g. In ballet, stylistic features include pointed toes, graceful arms and upright posture, or in Bollywood, there are expressive hand gestures, facial expressions, and rhythmical footwork.

Assessment Overview

Head - Confidently participate in dances from different parts of the world.
Hand – Can refine movements and add stylistic features to different genres of dance
Heart – Can perform confidently with an awareness of aesthetics.





Year 5 - Football

Knowledge Organiser

Prior Learning

Introduced to some defensive skills. Can dribble in different directions using different parts of their feet. Passed for distance. Evaluated skills to aid improvement.

We are learning...

1. to turn with the ball.
2. to travel quickly and effectively when running with the ball.
3. to combine running with the ball and sending it into space.
4. to maintain position when attacking to create space.
5. to perform a stepover to beat a defender.
6. to control a bouncing ball, keeping it close to the body.

Equipment

Footballs, range of balls, cones, goals, bibs, stopwatch.

Vocabulary

Distance, perform, consistent, speed, fair play, regain, possession, goal side, interchange, position, maintain.

Unit Focus

Play effectively in a variety of positions and formations. Relate a greater number of attacking and defensive tactics. Become more skilful when performing movements at speed.

Key Questions

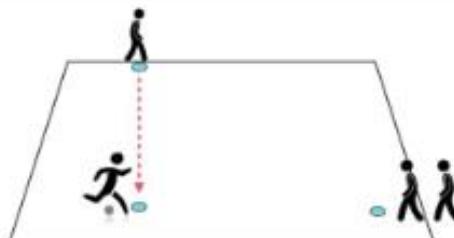
1. Why is regaining possession quickly crucial in a game?
2. What does possession mean?
3. Why is it essential to be goalside of your player when marking?

Rules

- No slide tackling.
- No touching the ball with your hands (unless you are the goalkeeper).
- To start and restart the game after a goal is scored player passes the ball to a teammate from the centre.

Assessment Overview

Head - Select an appropriate conclusion to a run with the ball.
Hand - Receive the ball and turn.
Heart - Use individual skills to keep possession.

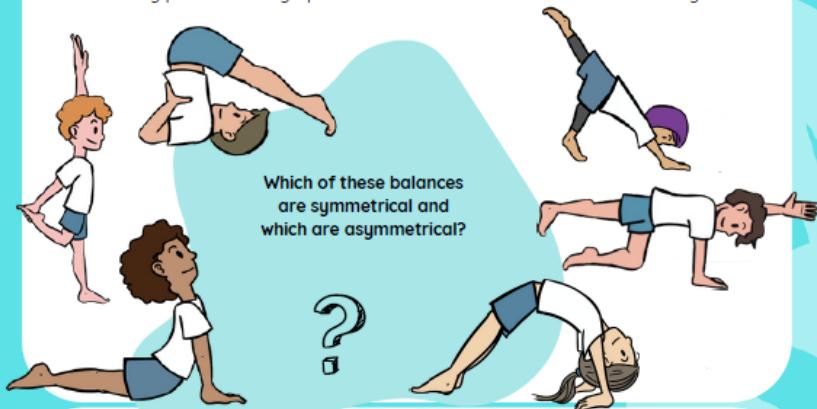




Knowledge Organiser Gymnastics Year 5

About this Unit

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



Key Vocabulary

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



Ladder Knowledge	Shapes:	Inverted movements:	Balances:	Rolls:	Jumps:
	Shapes underpin all other skills.	Sometimes you need to move slowly to gain control and other times you need to move quickly to build momentum.	Use contrasting balances to make your sequences look interesting.	Work within your own capabilities, this may be different to others.	Use jumps to link actions. Change the shape of your jumps to make your sequence look interesting.

Movement Skills	<ul style="list-style-type: none">symmetrical and asymmetrical balancesrotation jumpsstraight rollforward rollstraddle rollbackward rollcartwheelbridgeshoulder stand	Social work safely, support others, collaboration Emotional confidence, perseverance, resilience, determination Thinking observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences
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Strategy	Use different pathways to help make your sequence look interesting.
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Healthy Participation	<p>⚠</p> <ul style="list-style-type: none">Remove shoes and socks.Ensure the space is clear before using it.Only jump from apparatus where you see a mat.
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<p>If you enjoy this unit why not see if there is a gymnastics club in your local area.</p>	<p>How will this unit help your body? balance, co-ordination, flexibility, strength</p>	Limbo
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<p>What you need: a long stick or rope (maybe dressing gown ropes tied together), three people.</p>	<p>How to play:<ul style="list-style-type: none">Two people hold either end of the stick at chest height.Top tip: hold it in cupped hands so that it will fall easily when touched.Players take turns going under the stick without touching it. Each time they complete a round the stick gets lowered.Rules: Only your feet can touch the floor. Top tip: bend your knees and lean as far back as needed to travel under the stick.</p>
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Knowledge Organiser

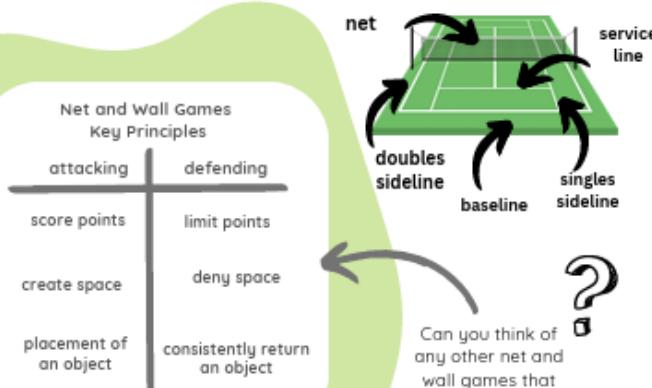
Tennis Year 5

About this Unit

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

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

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



Key Vocabulary

adjust: move feet to get in a better position

baseline: the back line of the court

consecutive: in a row

continuous: keep a rally going

dominant: preferred side

groundstroke: allow the ball to bounce once

non-dominant: weaker side

option: possible choices

pressure: to add challenge

readjust: move feet again to get in a better position

release: the point at which you let go of an object

serve: used to start a game

situation: things that create what happens

tactic: a plan that helps you to attack or defend

technique: the action used correctly

volley: to play the ball before it bounces



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

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



How will this unit help your body?

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

Home Learning



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



Rally

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

How to play:

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

What was your highest score?



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Knowledge Organiser Rounders Year 5

About this Unit

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



Striking and Fielding Games Key Principles

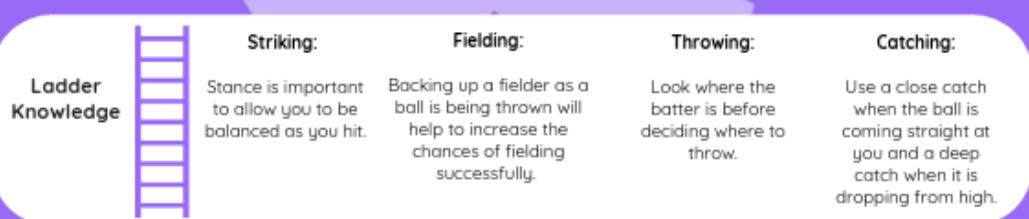
attacking	defending
score points	limit points
placement of an object	deny space
avoid getting out	get opponents out

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

Key Vocabulary



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



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

Social

communication, respect, collaboration

Emotional

honesty, confidence, perseverance, self regulation

Thinking

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

OUTS

A player will be called out if they are:

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

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

HOW TO SCORE

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

Healthy Participation



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

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



How will this unit help your body?

agility, balance, co-ordination, speed.

Home Learning



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

Beat the Bowler



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

How to play:

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



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Knowledge Organiser

Dance Year 5

About this Unit

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

Dance by Chance

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

Rock and Roll

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

Ancient Maya

This dance takes inspiration from Ancient Maya. The Mayan 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

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

- Each year relates to an animal.
- The 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 by the object.
- Number each object 0-10.
- Use your first 10 numbers from a familiar phone number to give you the order for your actions.



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Knowledge Organiser

Cricket Year 5

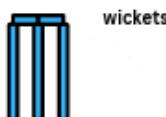
About this Unit

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



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

Key Vocabulary



backing up: fielder moves to support another fielder in case they misfield
close catch: having both hands relatively close to the body to catch, little fingers together

compete: play against someone else

decide: make a choice

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

grip: how you hold the ball or bat

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

momentum: the direction created by weight and power

run out: fielder hits the wickets with the ball when the batter isn't there

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

situation: circumstances that create the environment

stance: the body position taken

tactic: a plan

Ladder Knowledge



Striking:

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

Fielding:

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

Throwing and catching:

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

Movement Skills

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

Social 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.

Rules

Batters

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

OUT

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

Fielders

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

Home Learning

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



Roll and Run

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

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



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



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Knowledge Organiser

OAA Year 5

About this Unit

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

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

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

Compass:

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

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

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

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

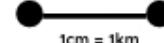


Scale:

A map scale is like a special ruler that helps you understand the real distances between places on the map. A map scale is a small line or bar on the map that represents a certain distance in the real world.

On the map scale, you'll usually see numbers and markings. The numbers show the distances in different units, like kilometres, miles, or metres. The markings help you measure the distance accurately.

Let's say the map scale shows that one centimetre on the map represents 10 kilometres in real life. If you want to know how far a path is from one place to another, you can use a ruler to measure the distance on the map. Then, use the scale to figure out the real-world distance.



Key Vocabulary

- cardinal points:** the four main compass directions: north, south, east, and west
- compromise:** come to an agreement
- concise:** give information clearly
- critical thinking:** evaluate to improve
- landmark:** a location on a map
- navigation:** plan and / or follow a route
- negotiate:** to agree on shared terms
- orientate:** to turn a map so that it always faces the same way as the ground it represents
- solve:** to find an answer
- strategy:** a plan of action to complete a set task or challenge
- verbal:** communication with voice
- visual:** communication with eyes



Problem solving:

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

Navigational skills:

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

Communication:

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

Reflection:

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

Movement Skills

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

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

Social Emotional negotiation, communication, leadership, work safely
empathy, confidence, resilience

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

Rules

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

Healthy Participation



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

Home Learning

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



Blindfold Obstacle Course



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

How to play:

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



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Knowledge Organiser

Athletics Year 5

About this Unit

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



You will learn the following athletic activities:

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



Official Athletic Events

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

Rules

JUMPING EVENTS

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

THROWING EVENTS

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

Healthy Participation



In throwing activities ensure you:

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

Home Learning

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



Triple Jump

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

How to play:

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

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

STEP Land on opposite foot, lift knee as you run to gain distance.

JUMP Land both feet. Jump forward and drive knees forward.

www.getset4education.co.uk

How will this unit help your body?

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

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



@getset4education136

Prior Learning

Created longer and more complex sequences and adapted performances. Taken the lead in a group when preparing a sequence. Can develop symmetry. Can compare performances and judge strengths and areas for improvement.

We are learning...

1. to use controlled flight onto high apparatus,
2. What a base and a flyer are in partner balances and learning to perform both roles,
3. to perform more advanced partner balances and evaluate other's work
4. to incorporate equipment such as hoops and balls into a sequence.
5. to incorporate musicality and timing into a group sequence.
6. to combine our skills in partner balances and rhythmic gymnastics in a team performance.

Equipment

Mats, hoops, balls, cones, beanbags, low apparatus, action cards, table tops, box tops.

Vocabulary

Flight, consistent, vault, vaulting sequences, combinations, direction, dismount, formations, rhythmic, musicality, timing, equipment.

Assessment Overview

Head – Explain the need for height and speed when vaulting
Hand – Perform jumps/leaps, throws, balances and turns using equipment
Heart – Apply musicality to movement in individual and group work

Unit Focus

Experience flight on and off high apparatus. Develop and perform a range of partner balances. Use equipment and formations confidently in a rhythmic gymnastics style sequence.

Key Questions

1. What is the purpose of a spotter when you are vaulting?
2. Why is strength important as the base and as the flyer?
3. What sets rhythmic gymnastics apart from other forms of rhythmic gymnastics?

Concepts

Musicality refers to the gymnast's ability to interpret and express the music through their movements. It involves connection between the gymnast and the music, where the music's rhythm, tempo, and mood are reflected in the gymnast's performance.





Year 6 - Football

Knowledge Organiser

Prior Learning

Played effectively in a variety of positions and formations. Related a greater number of attacking and defensive tactics to gameplay. Attempted more skills when performing movements at speed.

Unit Focus

Choose and implement a range of strategies to attack and defend. Perform a wider range of more complex skills. Recognise and describe good performances. Suggest, plan and lead simple drills for given skills.

We are learning...

1. To set up a shooting opportunity for a teammate.
2. To restrict an opponent's space by defending with my partner.
3. To perform a penalty kick with power and accuracy.
4. To attack and shoot as a pair.
5. To perform the role of cover defender to stop the opposition's attack.
6. To use close control to keep possession of the ball under pressure.

Key Questions

1. Compare week 6's performance to week 1. Can you think of a way you have improved individually and as a team?
2. What is the role of the covering defender?
3. Which part of your foot is best to kick with for accuracy?

Equipment

Footballs, cones, goals, bibs, stopwatch.

Vocabulary

Fair play, tackle, covering, supporting, strategy, set up, assist, deny, set play, covering, defender.

Rules

- Penalty awarded for a professional foul when defending.
- Free pass if a foul is committed outside of the penalty area.

Assessment Overview

Head – Devise a drill that develops a particular skill.

Hand – Apply correct body position when closing down a player to defend.

Heart – Collaborate with a partner to implement simple defensive techniques.





Prior Learning

Demonstrated accuracy, consistency, and clarity of movement. Arranged own apparatus to enhance work and vary compositional ideas. Experience flight on and off high apparatus.

We are learning...

1. to perform a 10-element sequence using both floor and apparatus.
2. to perform with equipment and respond creatively to music.
3. to create judging criteria and assess performances against it.
4. to create and perform interesting patterns as part of a group.
5. to select and apply the appropriate walk and presentation to start a sequence.
6. to perform a 10-element sequence with a 1-minute time limit.

Equipment

Mats, hoops, cones, wall bars, beanbags, low apparatus, action cards, tabletops, box tops, stopwatch, music player.

Vocabulary

Half lever, box splits, bridge, broad jump, splits, dish, arch, bounce, competency, complex, stimuli, mirror, match.

Assessment Overview

Head - Compose a sequence that will achieve the highest score against the criteria.
Hand - Perform increasingly complex sequences.
Heart - Work independently and in small groups to make up sequences to perform to an audience.

Unit Focus

Perform increasingly complex sequences. Combine own ideas with others to build sequences. Compose and practise actions and relate to music. Show a desire to improve competency across a broad range of gymnastics actions.

Key Questions

1. Why is it a challenge to adapt your sequence to fit in with a timescale?
2. Which were your favourite elements to perform?
3. What is stimuli?
4. Can you suggest any different compositional ideas that may be used?

Concepts

Stimulus is something that causes a reaction, especially interest, excitement or energy added into a gymnastics sequence such as music or objects including ribbons and balls.





Year 6 - Tennis

Knowledge Organiser

Prior Learning

Introduce volley shots and overhead shots. Apply new shots into game situations. Play with others to score and defend points in competitive games. Further, explore tennis service rules.

We are learning...

1. To communicate clearly with a partner to score points in doubles play.
2. To attempt a two-handed backhand shot with control.
3. To perform a lob shot to hit the ball over our opponent's head.
4. To apply the correct rules and scoring system in games.
5. To play in different doubles formations and work with our partner to improve.
6. To discuss and apply a range of tactics in doubles play to achieve success.

Equipment

Tennis racquets, nets, sponge balls, tennis balls, cones, hoops, bench.

Vocabulary

Lob shot, positioning, footwork, listening skill, dispute, peers, attacking, defensive, improvement.

Unit Focus

Develop backhand shots. Introduce the lob shot. Begin to use full tennis scoring systems. Continue developing doubles play and tactics to improve.

Key Questions

1. What tactics did you try to implement as a pair?
2. Can you explain the deuce scoring in tennis?
3. How can the lob shot help you to score points in a game?

Rules

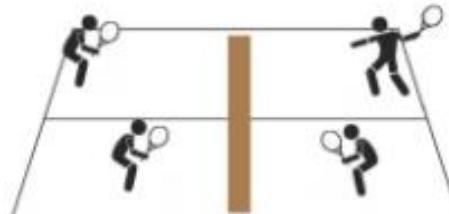
- Play rules where if the ball is hit out of the playing area, the point is awarded to the other player.
- Balls need to be hit inside the boundaries of the court—if a ball lands in a boundary and the player misses, the point goes to the other team/player.

Assessment Overview

Head – Make good choices in games about the best shot to use.

Hand - Begin to use full scoring systems.

Heart - Use speaking and listening skills to umpire and play with peers without dispute.



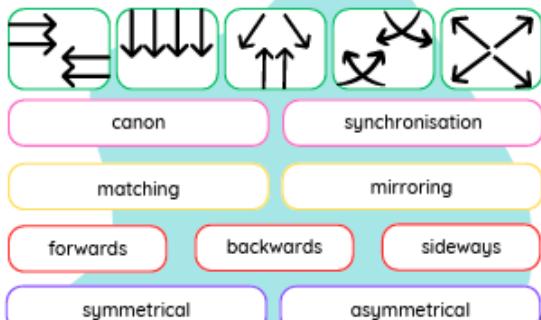


Knowledge Organiser Gymnastics Year 6

About this Unit

Gymnastics traces its roots back to ancient Greece, where it was a crucial part of physical training. The word "gymnastics" even comes from the Greek word "gymnos," meaning naked, as ancient athletes often practiced in the nude. There are two main types of gymnastics: artistic and rhythmic. Artistic gymnastics includes those jaw-dropping flips and twists you see on the Olympic vault and floor routines. Rhythmic gymnastics, on the other hand, features elegant dance moves and performances with apparatus like ribbons and hoops.

Perfect Performance Tools



Use these performance tools to improve the quality of your sequences.

Key Vocabulary

aesthetics: how a performance or skill looks

competent: able to perform

contrasting: different to one another

counter balance: creating a balance by pushing against a partner

counter tension: creating a balance by pulling away from a partner

engage: to activate

execution: completing the action

flight: time in the air

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

handstand: an inverted balance in which weight is held on hands

progression: a stage of a skill

refine: to improve the quality

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

vault: performing an action over a piece of apparatus



Ladder Knowledge



Shapes:

Use clear shapes when performing other skills.

Inverted movements:

Spreading your weight across a base of support will help you to balance.

Balances:

Apply force to maintain control and balance.

Rolls:

You can use momentum to help you to roll. This momentum will come from different body parts depending on the roll you are performing.

Jumps:

Taking off from two feet will give you more height and therefore more time in the air.

Movement Skills

- straddle roll
- forward roll
- backward roll
- counter balance
- counter tension
- bridge
- shoulder stand
- handstand
- cartwheel
- flight

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

Social work safely, collaboration, communication, respect

Emotional independence, confidence, determination

Thinking observe and provide feedback, comprehension, select and apply actions, evaluate and improve sequences

Strategy

Use changes in formation to help make your sequence look interesting.

Healthy Participation



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



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

How will this unit help your body?

balance, co-ordination, flexibility, strength

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



Home Learning

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

Cereal Box Challenge



What you need: an empty cereal box, one or more players.

How to play:

- Place the cereal box on the floor.
- Pick the cereal box up using only your mouth.
- Nothing but your feet can touch the floor.
- If successful tear an inch from the top of the cereal box and play the game again.
- Repeat the challenge, taking an inch from the box each time.

Top tip: hold onto your leg/s to help you to balance.



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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.

Invasion Games Key Principles

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

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.



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

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 if they started there.
- If the defender wins the ball, they become the attacker.

Top tips:

- Attackers: 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 or the same hand or dribble, hold with two hands, dribble again).

Harder: Make the area larger.

www.getset4education.co.uk

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



Knowledge Organiser

Rugby Year 5

About this Unit

Rugby is an invasion game where two teams try to score by entering the other team's space. Rugby is a challenging invasion game because you have to pass the ball backwards to your teammates. This rule makes it harder to move forward and score points quickly. Instead of just running straight towards the other team's goal, you need to work closely with your teammates, passing the ball back and forth while trying to find gaps in the other team's defence. This requires good teamwork, communication, and strategy, making the game both exciting and challenging.

Rugby Union, a popular version of rugby, features a major annual competition called the Six Nations Championship, which includes teams from England, France, Ireland, Italy, Scotland, and Wales. This competition began in 1883 as the Home Nations Championship with UK teams and later expanded to become the Six Nations.

Invasion Games Key Principles

attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession

The women's Six Nations Championship started in 1996 as the Home Nations with teams from England, Ireland, Scotland, and Wales, and now follows the same format as the men's competition.



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: share information

create: to make space

invasion: a game with two teams who score by invading the other team's space.

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

possession: when a player or team has the ball

situation: circumstances that create the environment

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

support: to help

Ladder Knowledge



Sending & receiving:

Having a clear path between you and the ball carrier helps you to send and receive with better control.

Space:

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

Movement Skills

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

Social Emotional Thinking

This unit will also help you to develop other important skills.
Social communication, support, collaboration, sporting behaviour
Emotional honesty, confidence, patience
Thinking make decisions, select and apply skills, comprehension, apply tactics, analysis

Rules

Tagging:

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

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.

Forward pass:

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

Offside:

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



Tactics

Healthy Participation



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

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

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

Rugby Skills

What you need: a ball (or rolled up socks), a wall, 2 markers (pencils).

Passing practice against a wall:

- Stand about 2 metres away from a wall.
- Hold the ball with both hands.
- Practice passing the ball against the wall, making sure to use both hands to pass.
- Focus on passing the ball accurately and catching it in bounces back.

Backward passing with partners:

- If you have a family member or friend in position with, stand about 2 metres apart.
- Practice passing the ball backward to your partner, making sure the ball bounces in a smooth arc.
- Your partner will catch the ball and then pass it back to you like a feedback machine.

Ball practice for quick hands:

- Stand in an open space.
- Pass the ball slightly into the air and catch it with both hands.
- Repeat this quickly, trying to catch and release the ball as fast as you can.

Agility and movement:

- Set up two markers (like cones or chairs) about 2 metres apart.
- Practice running from one marker to the other, holding the ball.
- Focus on quick, sharp movements and keeping the ball secure.



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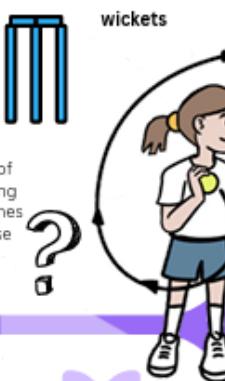
Knowledge Organiser Cricket Year 6

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!



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

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

Social collaboration, communication, respect

Emotional honesty, perseverance

Thinking 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 ball (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.

Tactics



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
- 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
- Cought 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?

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. Batter 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. Markers are placed around the playing area. Throw if you don't have a bat.



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



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Knowledge Organiser

OAA Year 6

About this Unit

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

Orienteering is an activity where participants are given a map and compass. Their aim is to find clues called 'controls'.

Having good map reading skills will become even more important for your adventures, travels, and understanding the world around you.

Key features of map reading:

- Symbols:** maps are like visual dictionaries of the world. They use symbols to represent different features, such as mountains, rivers, roads, and buildings. Learning these symbols is like learning a secret code that helps you interpret the map's information.
- Key:** a map key is the decoder for map symbols. It's a guide that tells you what each symbol stands for.
- Scale:** maps often contain scales that help you understand the relationship between distances on the map and real distances on the Earth's surface.
- Cardinal points:** maps also show directions, like north, south, east, and west. Understanding these cardinal directions helps you orient yourself on the map and in the real world. A compass can be a great tool to find north and determine other directions.
- Contour lines:** on some maps, you'll see wiggly lines called contour lines. These lines show the shape of the land and help you understand elevation, like hills and valleys. The closer the lines are, the steeper the slope.
- Reading the grid:** many maps have a grid of lines that look like a checkerboard. These lines help you pinpoint exact locations using coordinates.
- Map types:** there are different types of maps for different purposes. For example, topographic maps show the physical features of the land, while road maps focus on streets and highways. Knowing which map to use for your needs is an important skill.

Key Vocabulary



adhere: follow the given rules or guidelines

approach: a way of dealing with a situation

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

communication: share information

contribute: to give ideas

critical thinking: evaluate to improve

determine: to create an outcome

evaluate: to summarise

inclusive: to make something accessible for everyone

leadership: guide others

location: a point on a map

navigate: to plan or follow a route

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

trust: to believe in others

Ladder Knowledge

Problem solving:

Being able to solve problems is an important life skill. It helps you to have good relationships with others, be creative and plan logically.

Navigational skills:

Having good navigational skills is an important life skill because it helps to keep you safe and identify dangers and landmarks on a map and in the real world.

Communication:

Good communication skills are key to solving problems and working effectively as a team.

Reflection:

Reflecting on when and how you are successful at solving challenges can help to alter your methods to improve in future challenges.

Movement Skills

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

Rules

Be sure to listen to and understand the rules. Then, think creatively to solve the challenge whilst abiding by the rules.

When orienteering:

- Do not leave anyone behind, move around the course as a team.
- If you hear three long whistles go back to the meeting point.
- Do not go outside of your set boundary.

Healthy Participation

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



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

How will this unit help your body?

balance,
co-ordination, speed,
stamina

Home Learning

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



Hamster wheel

What you need: Sellotape, newspaper, 1 or more players

How to play:

- Make a giant circle, big enough for all players to stand inside, by sellotaping the newspaper sheets together.
- All players stand inside the circle like hamsters in a wheel.
- Can you work together to move the newspaper like a wheel without it breaking?
- Option to play this 4v4. Make two wheels and have a race.



Communication is key!





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?

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 Emotional Thinking

negotiating, collaborating, respect
empathy, perseverance, determination
observing and providing feedback, 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 must be taken from behind a throw line.
- Throws are measured from the throw line to where the object first lands.

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

Healthy Participation



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

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



Home Learning

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

Long Jump World Record Attempt



What you need: A measuring tape.

How to play:

- The standing long jump world record is held by Bryan Jones, who recorded a jump of 8.73m
- 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 8.73m?

www.getset4education.co.uk

Head to our youtube channel to [@getset4education13](https://www.youtube.com/@getset4education13) watch the skills videos for this unit.