



Get Set 4
Education

Knowledge Organiser: Basketball Year 3 and Year 4



Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Key Skills: Physical

- Throwing
- Catching
- Dribbling
- Intercepting
- Changing direction and speed
- Shooting

Key Skills: S.E.T

- Social: Working safely
- Social: Communication
- Social: Collaboration
- Emotional: Honesty and fair play
- Emotional: Perseverance
- Thinking: Planning strategies and using tactics
- Thinking: Observing and providing feedback

Key principles of invasion games

Attacking	Defending
Score goals	Stop goals
Create space	Deny space
Maintain possession	Gain possession
Move the ball towards goal	



Key Rules

- Double dribble: dribbling the ball with both hands at the same time or picking up the dribble and then dribbling again is called a double dribble. Violation: opponent's team takes the ball from nearest side line.
- Traveling: taking more than 'a step and a half' without dribbling the ball is called traveling. Moving your pivot foot once you've stopped dribbling is traveling. Violation: opponent's team takes the ball from nearest side line.
- Out of hands: you cannot knock the ball out of someone else's hands in any situation.

Key Vocabulary:

- travelling
- v dribble
- opponent
- opposition
- double dribble
- receiver
- tracking
- possession
- playing area
- rebound

Teacher Glossary

Interception: catching a pass made by an opposing player

Possession: when a team has the ball, they are in possession

Marking: when a player defends an opponent

Getting free: when an attacking player moves to lose their defender
V dribble: dribbling the ball from one hand to the other usually used to get past a defender

Protective dribbling: when an attacker protects the ball they are dribbling by turning their back to the defender and holding their non-dribbling arm out

Foul: when a player contacts an opponent

Links to the PE National Curriculum

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- perform safe self-rescue in different water-based situations.

Top Tips for Teachers

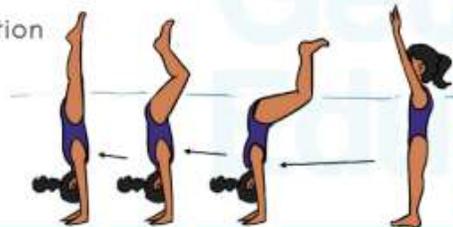
- Use the time you have travelling to and from the pool to discuss water safety. Find resources from Swim England in the resource bank to support this.
- It is recommended that all pupils wear swimming hats. Goggles are recommended for KS2.
- Have a range of buoyancy equipment available for less confident swimmers such as arm discs, swim belts and noodles.
- The Get Set 4 PE swimming plans are written for group sizes of 12. These can be taught for more or less pupils but you will need to be mindful of the equipment required and ratios of adults to pupils.
- The Year 1/2 SOW is written for beginner swimmers, the Y3/4 SOW is written for developing swimmers and the Y5/6 SOW is written for intermediate swimmers.
- When selecting lesson plans to teach, consider the level of your swimmers not necessarily the age.
- Always check the safety and pool guidelines of the facility you use before teaching.

Key Skills: Physical

- Submersion
- Floating
- Gliding
- Front crawl
- Backstroke
- Breaststroke
- Rotation
- Sculling
- Treading water
- Handstands
- Surface dives
- H.E.L.P and huddle position

Key Skills: S.E.T

- Social: Communication
- Social: Supporting and encouraging others
- Social: Keeping myself and others safe
- Emotional: Confidence
- Thinking: Comprehension
- Thinking: Planning tactics



Key Vocabulary:

- | | | |
|---------------------|-------------------|-------------------------|
| • sculling | • crawl | • breaststroke |
| • submersion | • rotation | • backstroke |
| • buoyancy | • survival | • alternate |
| • huddle | • stroke | • treading water |

Teacher Glossary

Body roll: When a swimmer rotates their body from side to side.

Glide: When a swimmer coasts with a pause in their stroke.

Stroke: A style of swimming. There are four competitive strokes: butterfly, backstroke, breaststroke, freestyle.

Sculling: Using quick movements of the hands to keep the head above the water. Sculling can be done head first or feet first.

Treading water: A survival technique used to keep the head above the water.

Knowledge Organiser: Football Year 3 and Year 4



Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Key Skills: Physical

- Dribbling
- Passing
- Ball control
- Tracking/ jockeying
- Turning
- Receiving

Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Social: Cooperation
- Emotional: Honesty
- Emotional: Perseverance
- Thinking: Selecting and applying tactics
- Thinking: Decision making



Key Rules

- Handball: when a player handles the ball with any part of their arm.
- Goal kick: a goal kick is awarded to the defending team when the ball goes out of the field of play by crossing, either on the ground or in the air, the goal line, without a goal being scored, when the last person to touch the ball was from the attacking team.
- Free kick: is awarded to the opposing team if a player kicks, trips, holds or plays in a dangerous manner.
- A penalty kick: is awarded if any of the above offences are committed by a player inside his/her own penalty area, irrespective of the position of the ball, provided it is in play.

Key Vocabulary:

- | | | |
|---------------|---------------|--------------|
| • goal keeper | • attacker | • outside |
| • opponent | • communicate | • possession |
| • opposition | • tracking | • inside |
| • dribbling | • control | • available |
| • defender | • tackle | |

Teacher Glossary

Interception: intercepting a pass made by an opposing player

Possession: when a team has the ball, they are in possession

Marking: when a player defends an opponent

Getting free: when an attacking player moves to lose their defender

Foul: an act by a player that breaks the rules of the game

Throw in: A throw in is awarded when the whole of the ball passes over the side lines, either on the ground or in the air. It is awarded from the point where it crossed the side line to the opponents of the player who last touched the ball

Knowledge Organiser: Tennis Y4

Links to the PE National Curriculum

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- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

Key Skills: Physical

- Underarm
- throwing
- Catching
- Forehand
- Backhand
- Ready position

Key Skills: S.E.T

- Social: Collaboration
- Social: Respect
- Social: Supporting others
- Emotional: Honesty
- Emotional: Perseverance
- Thinking: Decision making
- Thinking: Understanding rules
- Thinking: Selecting and applying skills and tactics



How to win a point

A player wins a point when :

- Opponent hits the ball in the net.
- Opponent hits the ball out of the court area.
- Opponent misses the ball.
- Ball bounces twice.
- Opponent does a double fault (meaning if they serve the ball and it hits the net, doesn't land on their opponent's side, they can have another go. If they miss again it is a double fault.)

Key Vocabulary:

- ready position
- return
- serve
- rally
- control
- opponent
- forehand
- backhand

Teacher Glossary

Forehand: A stroke where the player hits the ball with their palm facing forward.

Backhand: A stroke where the player hits the ball with a swing that comes across their body.

Ace: A serve that is a winner without the receiving player able to return the ball.

Baseline: The line indicating the back of the court.

Face: The top part of the racket that has the strings and is meant to hit the ball.

Knowledge Organiser: Dodgeball Year 3 and Year 4



Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- Pupils should be taught to:
 - use running, jumping, throwing and catching in isolation and in combination.
 - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

Key Skills: Physical

- Throwing
- Catching
- Dodging
- Blocking



Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Social: Respect
- Emotional: Honesty
- Emotional: Perseverance
- Thinking: Decision making
- Thinking: Selecting and applying skills

A player is 'out' when:

- A LIVE ball hits their body (shoulders or below) or their clothing.
- An opposition player catches a LIVE ball that they have thrown. So, if a player throws it and their opponent catches it cleanly, then the player who threw it is out and one of their opponents' team is allowed back in.
- Once a player is out, they must leave the court immediately and go to the queue of players already eliminated from their team OUTSIDE and BEHIND the court area.

Key Vocabulary:

- **throw**
- **catch**
- **possession**
- **opposition**
- **dodge**
- **rules**
- **court**
- **defend**
- **attack**
- **protect**
- **block**
- **caught**
- **communicate**

Teacher Glossary

Live Ball: A "LIVE" ball is one that has not bounced or hit a wall/ceiling.

End Zone: The areas at the back of the court where players must stand at the start of a game.

Target: Any 'live' player on the opposing team.

Dead Zone: The area that runs through the centre of the court. Only a player's hands are allowed in the dead zone.

Knowledge Organiser: Athletics Y4

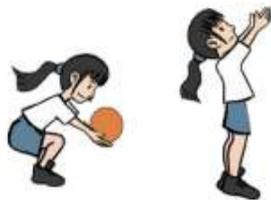


Links to the PE National Curriculum

- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Develop running, jumping, throwing and catching in isolation and in combination.
- Develop flexibility, strength, technique, control and balance.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

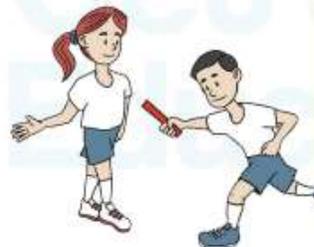
Key Skills: Physical

- Pacing
- Sprinting technique
- Jumping for distance
- Jumping for height
- Throw, heave, launch for distance



Key Skills: S.E.T

- Social: Working collaboratively
- Social: Working safely
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Observing and providing feedback
- Thinking: Exploring ideas



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

Key Vocabulary:

stamina • speed • pace • technique

determination • perseverance • officiate

power • accuracy • personal best • flight

Teacher Glossary

Stamina: the ability to sustain prolonged physical or mental effort

Changeover: where a baton is passed from one person to another

Jump: take off and land on two feet

Hop: take off on one foot and land on the same foot

Leap: take off on one foot and land on the other

Knowledge Organiser: Rounders Year 3 and Year 4



Links to the PE National Curriculum

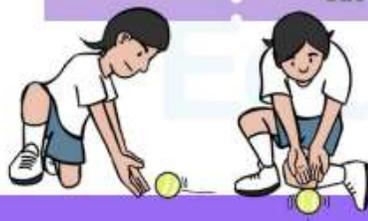
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- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

Key Skills: Physical

- Underarm and overarm throwing
- Catching
- Tracking a ball
- Fielding and retrieving a ball
- Batting

Key Skills: S.E.T

- Social: Collaboration and communication
- Social: Respect
- Social: Supporting and encouraging others
- Emotional: Honesty and fair play
- Emotional: Confident to take risks
- Emotional: Managing emotions
- Thinking: Observing and providing feedback
- Thinking: Using tactics
- Thinking: Decision making



Scoring:

- One rounder for hitting the ball and running to base four without stopping.
- Half a rounder for hitting the ball and running to base number two without stopping.
- Half a rounder for not hitting the ball and running to base four without stopping.
- Half a rounder for two consecutive 'no balls' from the bowler.
- Half a rounder for obstruction. E.g. if a fielder is standing in the path of a batter

How to score:

A player is out if:

- Caught out: by a fielder before the ball touches the floor.
- Stumped out: by a fielder at the base the batter is running to.
- Run out: meaning the batter has run to a base where another batter is standing.
- Running inside the bases.

Key Vocabulary:

- **strike**
- **batting**
- **bowl**
- **Fielding**
- **retrieve**
- **two-handed pick up**
- **stance**
- **stumped**
- **short barrier**
- **technique**
- **backstop**
- **post**
- **rounder**

Teacher Glossary

Fielder: A player on the fielding team, especially one other than the bowler or backstop.

Batter: A player on the batting team.

Rounder: The unit of scoring.

Bowler: The player who starts the game by bowling to the batter.

Backstop: The player on the fielding side who stands behind the live batter.



Links to the PE National Curriculum

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Key Skills: Physical

- Underarm and overarm throwing
- Catching
- Over and underarm bowling
- Fielding and tracking a ball
- Batting

Key Skills: S.E.T

- Social: Collaboration and communication
- Social: Respect
- Emotional: Perseverance
- Emotional: Honesty
- Thinking: Observing and providing feedback
- Thinking: Applying strategies

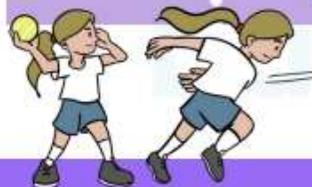
Key principles of striking and fielding games

Attacking • Defending

Score points • Limit points

Placement of an object • Deny space

Avoid getting out • Get opponents out



A player is out if:

- Bowled out: The bowler bowls a ball that hits the wicket.
- Caught out: The batter hits the ball and the ball is caught by the bowler or a fielder before it hits the ground.
- Run out: The batters, when going for a run, fall short of the crease and the stumps are hit by the fielding team.
- Stumped out: The wicket keeper can stump the wicket off a bowled ball if the batter has moved beyond their crease.
- Hit wicket: The batter hits their own wicket.
- LBW: The ball hits the batter's Leg Before the Wicket when the ball is travelling towards the wicket.

Key Vocabulary:

- runs
- technique
- wicket keeper
- strike
- retrieve
- bowl
- fielding
- stumped
- two-handed pick up
- stance
- wicket
- short barrier
- grip
- batting

Teacher Glossary

Fielder: A player on the fielding team, especially one other than the bowler or backstop / wicket keeper.

Batter: A player on the batting team.

Runs: The unit of scoring.

Bowler: The player who starts the game by bowling to the batter.

Wicket Keeper: The player on the fielding side who stands behind the wicket.

Stumped: The wicket keeper can stump the wicket off a bowled ball if the batter has moved beyond their crease.

Crease: The lines in front of the wickets that mark positions for the bowler and batter.



Knowledge Organiser: OAA Year 3 and Year 4

Links to the PE National Curriculum

- Pupils should enjoy communicating, collaborating and competing with each other.
- Pupils should take part in outdoor and adventurous activity challenges both individually and within a team.

Key Skills: Physical

- Balance
- Running



Key Skills: S.E.T

- Social: Communication
- Social: Teamwork
- Social: Trust
- Social: Inclusion
- Social: Listening
- Emotional: Confidence
- Thinking: Planning
- Thinking: Map reading
- Thinking: Decision making
- Thinking: Problem solving

Why OAA?

Team building games are a great tool for helping your pupils learn to work together, listen carefully, communicate clearly and think creatively. They also give your pupils the chance to get to know each other, build trust as a class and develop vital life skills.

Top tips for teaching Team Building:

- Encourage your class to think independently whilst working collaboratively.
- Mix up who the children work with. Working with children whom they have different relationships with allows them to develop a new set of social skills.
- Build on the learning in the lessons by identifying when these positive behaviours are used in different situations throughout the school day.

Key Vocabulary:

- | | | |
|----------------------|----------------------|--------------------|
| • navigate | • grid | • plan |
| • route | • discuss | • rules |
| • collaborate | • symbol | • trust |
| • inclusive | • effectively | • orientate |

Teacher Glossary

Orientate: To find your location in relation to a map.

Control: Is what the pupils are looking for and are referenced on a map.

Course: The route chosen for the controls which need to be visited in order.

Symbol: A sign, shape or object representative of different features on a map. E.g. a triangle for a mountain.