



Get Set 4
Education

Knowledge Organiser

Dance Year 3

About this Unit

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

Machines

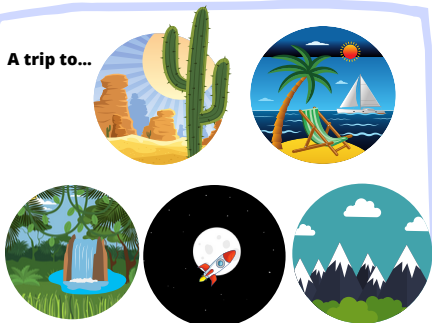
There are an estimated 10 million factories in the world.

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

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

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

A trip to...



Dance Actions

LINE DANCING STEPS

Step 1: The Fan

2 4 6 8

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

1 3 5 7

Step 3: Step Kick, Step Touch

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

Step 2: Heel, Toe

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

2 6

1 5

3 7

4 8

step forward right foot, kick with left

step backward left foot, touch toe back right

Step 4: Grapevine

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

1 2 3 4 5 6 7 8

Key Vocabulary

action: the movement a performer uses

e.g. travel, jump, kick

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

create: to make

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

explore: to try out and discover ideas

expression: actions or gestures used to share thoughts or feelings

extend: to make longer

feedback: information given to make improvements

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

interact: to communicate with others

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

perform: to present to an audience

pose: a position, usually still

timing: moving to the beat of the music

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



Ladder Knowledge



Actions:

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

Dynamics:

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

Space:

Use space to help your dance to flow.

Relationships:

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

Movement Skills

- actions
- dynamics
- space
- relationships

Social

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

Emotional

confidence, acceptance, sensitivity, perseverance

Thinking

select and apply actions, creativity, observe and provide feedback

Strategies

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

Healthy Participation



You should be bare foot for dance.

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

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



How will this unit help your body?

balance, co-ordination, flexibility.

Home Learning

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

Name Dance

How to play:

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

Show your dance to a family member or friend.



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



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Knowledge Organiser

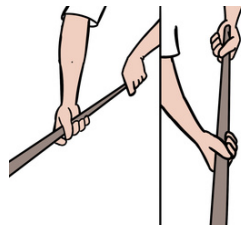
Hockey Year 3

About this Unit

Hockey is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals. If you are in possession, you are on the attacking team. If you are not in possession, you are on the defending team.

In hockey we use sticks to pass, dribble and shoot the ball. Did you know that there are no left handed sticks? That means that all players play with a right-handed stick!

To hold your stick, place your right hand in the middle of the stick. This helps to control the stick and the ball. Your left hand stays at the top and helps to turn the stick to change the direction of the ball!



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

Invasion Games Key Principles

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

Key Vocabulary

accurate: reaching the target
attack: the offensive action of trying to score goals or points
attacker: someone in possession
control: being able to perform a skill with good technique
decision: select an outcome
defender: someone not in possession
defend: mark a space or player
dribble: to travel with a ball using feet or hands
intercept: to gain possession of the ball
invasion: a game of two teams who invade each other's space to score goals
opposition: the other team
possession: to have
receiver: to collect or stop a ball that is sent to you
tactics: a plan for how to play
teamwork: working together
tournament: a competition of more than two teams



Ladder Knowledge



Sending & receiving:

Point your stick to your target when sending the ball to help to send it accurately.

Dribbling:

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

Space:

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

Attacking and defending:

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

Movement Skills

- dribble
- pass
- receive
- intercept
- run
- shoot

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

Social communication, collaboration, work safely, respect, co-operation

Emotional honesty, perseverance, determination, support others

Thinking decision making, select and apply, comprehension, identifying strengths and areas for development, reflection

Rules

Feet:

- You cannot kick the ball. Try not to let the ball touch your feet.

Sticks:

- The stick cannot be lifted higher than waist height.
- You can only use the flat side.

Free pass:

- If a rule is broken, a free pass is awarded to the other team.
- All players must be three big steps away from the person taking the free pass.

To start a game, one team begins from the middle. After a goal, the non-scoring team begins from the middle.

Tactics

Tactics help us to make a plan for how we are going to play. Spreading out in attack is a good tactic to help to create space and move defenders. Defending a player each is a good tactic to limit the attacking team's options.

Healthy Participation



- Make sure any unused equipment is stored in a safe place.
- Don't lift your stick higher than your waist.
- Ensure you are working in a safe space away from others.

If you enjoy this unit why not see if there is a hockey 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



Push Pass

What you need: a pair of socks or a small ball and three markers e.g. cushions

How to play:

- Place two markers approx. 2m apart to create a goal and a third marker approx. 3m away as a start point.
- Place your socks/ball on the floor and attempt to push it using your hand through the goal.
- If successful move back a step and try again. How far back can you go? For an extra challenge, make your goal smaller!



Top tips:

- Step forward with your opposite foot to the hand you are using.
- Finish with your hand pointing in the direction you want the socks/ball to go.

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