



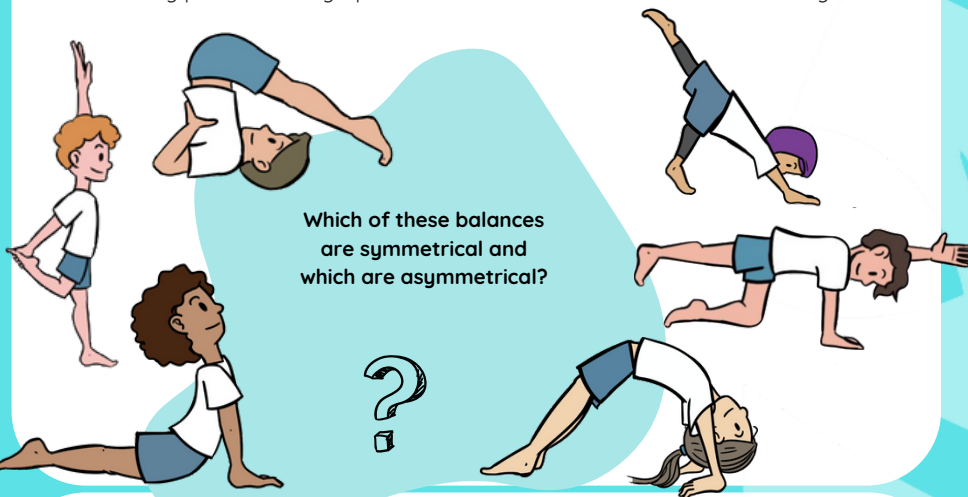
Get Set 4
Education

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.



Which of these balances are symmetrical and which are asymmetrical?

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:

Shapes underpin all other skills.

Inverted movements:

Sometimes you need to move slowly to gain control and other times you need to move quickly to build momentum.

Balances:

Use contrasting balances to make your sequences look interesting.

Rolls:

Work within your own capabilities, this may be different to others.

Jumps:

Use jumps to link actions. Change the shape of your jumps to make your sequence look interesting.

Movement Skills

- symmetrical and asymmetrical balances
- rotation jumps
- straight roll
- forward roll
- straddle roll
- backward roll
- cartwheel
- bridge
- shoulder stand

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

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

Strategy

Use different pathways 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

Home Learning

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



Limbo



What you need: a long stick or rope (maybe dressing gown ropes tied together), three people.

How to play:

- 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.



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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 5

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.

In this unit you will be given the chance to umpire. Here are some top tips when umpiring.



- Be clear and confident when making a decision.
- Have knowledge of the rules.
- Move with the ball up and down the pitch so that you can see the play.
- Be fair and honest.

Invasion Games Key Principles

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

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



Key Vocabulary

ball carrier: the person in possession
barrier: an obstacle that prevents movement or access
close down: to reduce the amount of space for an opponent
create: to make space
maintain: to keep
possession: to have
pressure: to add challenge
situation: circumstances that create what happens
sporting behaviour: play fairly, respect others and be gracious in victory and defeat
support: to help
tactics: a plan that helps you to attack or defend
transition: moving from attack to defence or defence to attack
umpire: the person who makes sure the rules are followed

Ladder Knowledge



Sending & receiving:

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

Dribbling:

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

Space:

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

Movement Skills

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

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

Social communication, collaboration, respect, support others

Emotional honesty, perseverance

Thinking identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection

Rules

Feet:

- You cannot kick the ball. Try not to let the ball touch your feet. If feet are intentionally used, a free pass is awarded.

Sticks:

- The stick cannot be lifted higher than waist height, and you can only use the flat side.
- You cannot intentionally interfere with another person's stick.
- If these rules are broken, a free pass is awarded.
- Don't swing stick to make a tackle.

Free pass:

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

Tactics

We use tactics to select how to attack and defend as a team. You will learn different tactics and choose as a team which to use in which situation.

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

Track and Touch

What you need: A partner and two markers.

- Place the two markers approx. 8m apart.
- One person leads by sidestepping between the cones, changing direction at any time. Partner tracks them, mirroring their movement and attempting to stay in line with them.
- The leader shouts 'touch' and turns and sprints towards one marker, partner races to beat them past the cone.
- Repeat three times before switching roles.



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