



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



canon

synchronisation

matching

mirroring

forwards

backwards

sideways

symmetrical

asymmetrical

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

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



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Knowledge Organiser Tag Rugby Year 6

About this Unit

Tag Rugby 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.

Competitions: The Six Nations

Rugby Union is a popular version of rugby and one of the biggest competitions is 'The Six Nations Championship' which is held every year between England, France, Ireland, Italy, Scotland and Wales.

This competition began in 1883 and used to be called the Home Nations Championship because it only had teams from the UK. The women's tournament started as the Home Nations in the 1996 with England, Ireland, Scotland and Wales. It now follows the same format as the mens competition as 'The Six Nations'.

Competitions: The World Cup

The Rugby World Cup is a tournament held every four years.

Can you find out who the reigning world champions are?

Can you find out the name of the trophy and who it is named after?

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



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

Key Vocabulary

- abide:** act in accordance with the rules
- ball carrier:** person in possession
- close down:** to reduce the amount of space for an opponent
- consecutive:** in a row
- create:** to make space
- decision:** select an outcome
- dictate:** to give order
- draw:** encourage movement of an opponent
- offside:** when a tag is made, all defending players must get into an onside position.
- onside:** when the defender is in front of the ball carrier
- sportsmanship:** play fairly, respect others and be gracious in victory and defeat
- support:** to help
- tactic:** a plan to help you attack or defend
- track:** to move your body to get in line with a ball that is coming towards you



Ladder Knowledge



Sending & receiving:

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

Space:

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

Movement Skills

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

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

Social
Emotional
Thinking

communication, support others, collaboration

honesty and fair play, confidence, determination, trust

decision making, comprehension, reflection, identify strengths and areas for development, plan

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 The attacker must return to where the tag was made, they have 3 seconds to pass then must 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.

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

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.
- Tag rugby is non-contact.

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

All four, I score



What you need: four socks and a partner

How to play:

- Tuck two socks into your waistband, one on either side, so that they hang down.
- Stand facing your partner.
- Try to take your partner's socks. If you manage to get one, hold it in the air and shout 'tag'. At this point, the game stops so that you can tuck the additional sock into your waistband.
- Restart the game. To win, you need to get all four socks tucked into your waistband.



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Year 6 – Spring Term

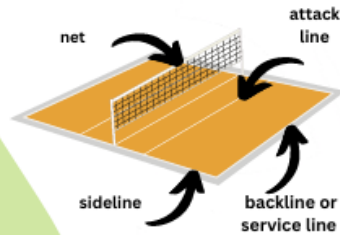


Knowledge Organiser Volleyball Year 6

About this Unit

Volleyball is a net and wall game played in teams of six. The aim of the game is to hit the ball over the net landing into the court area on your opponent's side.

Volleyball originated in America in 1895 and took inspiration from other sports such as badminton and tennis. Volleyball first appeared in the Olympics in 1964 and today is a popular sport which has various versions such as beach volleyball and sitting volleyball.



Net and Wall Games Key Principles

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

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

Key Vocabulary

abide: act in accordance with the rules
appropriate: suitable approach
communicate: share information
create: to make space
cushion: take the power out of an object
dig: defensive shot used when the ball is low
direct: aim
extend: to make longer
non dominant: weaker hand
placement: intentionally playing the ball to a specific place on court
recover: move back to a ready position after playing the ball
serve: used to start a game
set: used to place the ball high
sportsmanship: play fairly, respect others and be gracious in victory and defeat
tactics: a plan that helps you to attack or defend
technique: the action used correctly
thrust: upward motion



Ladder Knowledge



Shots:

Year 6: use the appropriate shot for the situation e.g. playing a dig first to keep the ball up, then a set then play the ball over the net.

Serving:

Year 6: begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point.

Rallying:

Year 6: use different shots and consider placement depending on if the rally is co-operative or competitive.

Footwork:

Year 6: know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot.

Movement Skills

- set
- dig
- throw
- catch
- jump
- serve
- rally

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

Social communication, respect, support and encourage others

Emotional perseverance, honesty, determination

Thinking using tactics, select and apply skills, identify strengths and areas for development, reflection

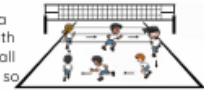
Rules

Winning a point:

- The ball is not returned over the net within three hits.
- The receiving team lets the ball hit the ground.
- A player makes contact with the net.
- The returned ball lands outside the court area.

Serving rules:

- One team starts with service and must serve from the back right of the court.
- That pupil continues to serve for their team until they lose a rally.
- If the non-serving team wins the rally, they win the point and the right to serve.
- When a team regains the right to serve, a different person must serve. If playing with rotation, when a team regains the serve all players rotate clockwise on court. This is so all players get to serve.



Tactics

Attacking:

- Look at where your opponents are and try to place the ball away from them.
- Use a set to give your teammates time to see where to place the ball on the next hit.



Defending:

- Recover quickly to a ready position after striking the ball.
- Spread out as a team to cover the most space possible.



Healthy Participation



Make sure unused equipment is stored in a safe place

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

Volleyball, Serving Up Skills



What you need: 1 ball, a line
Play: outside

How to play:
 Start behind a line. Serve underarm over the line. If successful take a step back.

How far back can you go and still accurately serve?

Make this harder by adding an obstacle that the ball must go over e.g. a washing line or chair.

How to serve:
 Hold the ball forward, hitting arm back. Low throw up, swing and hit the middle of the ball with the middle of your hand. Finish with your hand pointing where you want the ball to go.



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Knowledge Organiser Cricket Year 6

About this Unit

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

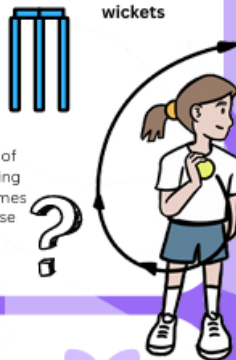
The game started in England in the 16th century. The earliest reference to the sport is in a court case of 1598. Later, the game spread to countries of the British Empire in the 19th and 20th centuries.

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

Striking and Fielding Games Key Principles

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

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



Key Vocabulary

- abide:** act in accordance with the rules
- assess:** make a judgement of the situation
- collaborate:** work together
- close catch:** having both hands relatively close to the body to catch, little fingers together
- consistently:** do the same again
- deep catch:** catch a ball from height, thumbs together in front of head
- long barrier:** a fielding action used to stop a ball coming at speed
- momentum:** the direction created by weight and power
- short barrier:** creating a barrier with hands in front of feet to stop a ball travelling at slow speed
- situation:** circumstances that create the environment
- stance:** the body position taken
- tactic:** a plan
- tournament:** a competition of more than two teams
- track:** to move your body to get in line with a ball that is coming towards you

Ladder Knowledge



Striking:

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

Fielding:

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

Throwing and catching:

Decide who to throw to and when to throw in order to get batters out. Accuracy, speed and consistency of throwing and catching will help to limit a batter's score.

Movement Skills

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

Social
Emotional
Thinking

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

collaboration, communication, respect

honesty, perseverance

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

BOWLING

- Each fielding player is required to bowl 5 balls per set.
- Balls can be bowled using underarm (only one bounce allowed or deemed a no-ball), or overarm bowling action (two bounces allowed).
- Overarm bowling with a straight arm is preferred.

BATTING

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

OUT

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

Rules

RUNS

- 2 runs = no ball (no extra delivery - Free hit)
- 2 runs = wide balls (no extra delivery - Free hit)
- A ball is considered a wide ball or no-ball if it is deemed un-hittable e.g. rolling, bounces more than once, too high or too far to be hit fairly.

Tactics

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.

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?

Healthy Participation



Always keep a safe distance between yourself and a batter. Ensure you handle the bat in the way suggested by the teacher at all times.



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

How will this unit help your body?

Balance, speed, strength, co-ordination, agility.

Home Learning

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

Cricket Runs

What you need: 2 or more players, two markers, one ball, one bat (optional)

How to play:

Place two markers 10m apart. One player is the bowler, one the batter.

Bowler overarm bowls to the batter, batter attempts to bat then scores runs by running between the cones.

Bowler stops the batter by standing at a cone with the ball, or get a batter out by throwing the ball to hit the marker they are running towards.

5 bowls then change over.

Take photos play on tablets. Make this easier by underarm bowling. None of you should touch a ball.

Highest number of runs wins.



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Year 6 – Summer Term



Knowledge Organiser Athletics Year 6

About this Unit

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

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



Official Athletic Events

Running

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

Jumping

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

Throwing

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

Have you seen any of these events before?



Key Vocabulary



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

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

Ladder Knowledge



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

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

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

Movement Skills

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

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

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

Rules

JUMPING EVENTS

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

THROWING EVENTS

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

Healthy Participation



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

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



How will this unit help your body?

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

Home Learning

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

Long Jump World Record Attempt

What you need: A measuring tape.

How to play:

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



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

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Head to our youtube channel to watch the skills videos for this unit. @getset4education136



Knowledge Organiser Dance Year 6

About this Unit

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



STAMP, CLAP

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

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

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



Bhangra Dance

Bhangra is the traditional dance of Punjab in India. It originated with farmers as a folk dance celebrating the time of the harvest.

Bhangra is traditionally danced to the dhol drum and has a very energetic and lively tone. It is often danced in circles and uses a lot of arm and shoulder movement.



1970s Disco

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

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

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

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

Key Vocabulary



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

aesthetic: how a performance or skill looks

choreography: the sequence of actions or movements

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

express: make suggestions

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

freeze frame: when performers create an image without movement

inspiration: to take ideas from

mood: a state of feeling

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

phrase: a short sequence of linked movements

pose: a position, usually still

refine: to improve the quality

rehearse: to practise

stimulus: something that creates ideas

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

style: the type of dance

transition: moving from one action or position to another

Ladder Knowledge



Actions:

Actions can be improved with consideration to extension, shape and recognition of intent. Remember what you are trying to tell the audience when choosing your actions.

Dynamics:

Selecting a variety of dynamics in your performance can help to take the audience on a journey through your dance idea.

Space and relationships:

Combining space and relationships with a prop can help you to express your dance idea.

Movement Skills

- actions
- dynamics
- space
- relationships

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

Social share ideas, collaboration, support, communication, inclusion, respect, leadership

Emotional confidence, self-regulation, perseverance, determination, integrity, empathy

Thinking creativity, observation, provide feedback, comprehension, use feedback to improve, select and apply skill

Strategies

A leader can ensure your dance group performs together. Keep in character throughout your performance, it will help you to express an atmosphere or mood that can be interpreted by the audience.

Healthy Participation



You should be bare foot for dance.

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

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



How will this unit help your body?

Balance, co-ordination, flexibility.

Home Learning



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



Word Dance



What you need: a book or magazine

How to play:

- Open a random page and find 10 action and describing words.
- Create an action or movement for each word.
- Sequence the movements together to create a dance.
- Share your dance with somebody, add music if you would like.

Use a variety of space and levels to make your dance look interesting.



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