



Get Set 4
Education

Knowledge Organiser

Dance Year 4

About this Unit

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

This dance is inspired by a spy!

Counts 1-4:
Creep forwards lightly on your toes, looking from side to side.

Counts 5-8:
Stand with your feet shoulder width apart, bend your knees. Transfer weight from left to right, turning your head from left to right. Repeat other side.

Counts 1-4:
Step whilst turning, travelling sideways to the left.

Counts 5 and 6:
Kick your right foot round in a circle.

Counts 7 and 8:
Run backwards quickly.

The Spy Set Phrase

| States of Matter | | | | |
|------------------|------------------|---------------------|-----------------------------------|----------------------------------|
| solid | actions | dynamics | space | relationships |
| | kick lunge | strongly | same level | unison |
| | stamp step slide | heavily robotically | straight pathways | side by side in contact matching |
| liquid | slide wave | smoothly | curved pathways | some performers in contact |
| | twist ripple | fluidly | varied directions | in contact |
| | extend | gently gracefully | varied directions pathways levels | random timing |
| gas | spin leap | smoothly | varied directions pathways levels | not in contact spaced |
| | roll jump | gently | | |
| | kick | fluidly | | |

CARNIVAL TIME

Samba music has its roots in Brazilian and African music.

Music and dance play a major role in the Rio de Janeiro Carnival.

The Twist

- The twist was a dance inspired by rock and roll music.
- It became the first worldwide dance craze in the early 1960s.
- The actions are wild and spontaneous, with swivelling of the hips and toes as the dancer moves up and down.
- Big facial expressions and exaggerated moves.

Key Vocabulary

action: the movement a performer uses e.g. travel, jump, kick
action and reaction: one movement has an effect on another movement e.g. push/pull, up/down, forward/backward
canon: when performers complete the same action one after the other
dynamics: how an action is performed e.g. quickly, slowly, gently
expression: actions or gestures used to share thoughts or feelings
flow: actions that move from one to another easily
formation: where performers are in the space in relation to others
match: to perform the same action as someone else
mirror: reflecting the movements of another person as if they are a reflection
order: the sequence of actions
performance: the complete sequence of actions
phrase: a short sequence of linked movements
relationship: the ways in which dancers interact; the connections between dancers
represent: to stand for something
rhythm: a strong, regular repeated pattern of movement
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
unison: two or more people performing the same movement at the same time



Ladder Knowledge



Actions:

Some actions are better suited to a certain character, mood or idea than others. Think carefully about the actions you choose to help you show your dance idea.

Dynamics:

Some dynamics are better suited to a certain character, mood or idea than others. Think carefully about the dynamics you choose to help you show your dance idea.

Space:

Space can be used to express a certain character, mood or idea.

Relationships:

Some relationships are better suited to a certain character, mood or idea than others. Think carefully about the relationships you choose to help you show your dance idea.

Movement Skills

- actions
- dynamics
- space
- relationships

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

Social co-operation, communication, inclusion, collaboration

Emotional confidence, empathy, determination

Thinking observe and provide feedback, select and apply skills, creativity, comprehension

Strategies

Being aware of other performers in your group will help you to move in time. You can select from a range of dance techniques to help translate your dance idea such as actions, space, dynamics and relationships.

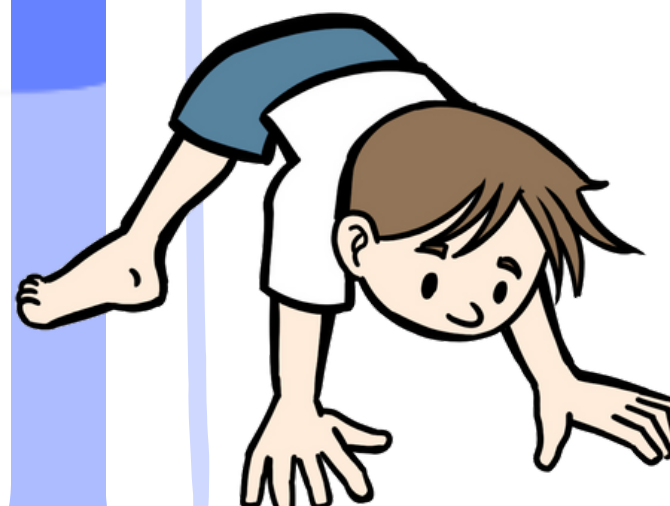
Healthy Participation



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

Family Fun Dance

How to play:

- Think of the typical gestures and movements some of your family members do all of the time.
- Decide on two or more typical movements for each person.
- Link these into a dance performance and add some music to your dance.
- Perform to your family.
- If you have a brother or sister, you could create the dance with them about your parents.

You could even use your pets for ideas.



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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 and Year 4

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.

The name 'hockey' is thought to come from a French word 'hoquet' which means 'shepherd's staff'. Stick and ball games can be traced back thousands of years to ancient civilisations in China, Persia, Egypt and Greece.

In modern times, there are different versions of hockey, these include field hockey, ice hockey, roller hockey, and indoor hockey.

Field hockey first appeared in the Olympics in 1908 in London.



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

accelerate: speed up

control: being able to perform a skill with good technique

cushion: take the power out of an object

decision: select an outcome

delay: to slow an object or player

gain: get possession of the ball

invasion: a game of two teams who invade each other's space to score goals

opposition: the other team

option: possible choices

possession: to have

receive: to collect or stop a ball that is sent to you

referee: the person who makes sure the rules are followed

tackle: to stop an opposing player with the ball

tournament: a competition of more than two teams

Ladder Knowledge



Sending & receiving:

Year 3: point your stick to your target when sending the ball to help to send it accurately.

Year 4: cushioning the ball will help you to control it when receiving it.

Dribbling:

Year 3: dribbling is an attacking skill which helps you to move towards a goal or away from defenders.

Year 4: using changes of direction and speed when you dribble will help you to maintain possession.

Space:

Year 3: spreading out as a team will help to move the defenders away from each other.

Year 4: moving into space will help your team keep possession and score goals.

Attacking and defending:

Year 3: as an attacker you need to maintain possession and score goals. As a defender you need to stop the opposition and gain possession.

Attacking and defending:

Year 4: as an attacker shoot when close to goal or if there is a clear path. Pass when a teammate is free and in good space. As a defender mark a player to stop them from being an option. Try to intercept the ball as it is passed.

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

Emotional

honesty, perseverance, determination

Thinking

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

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.

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.

Tactics

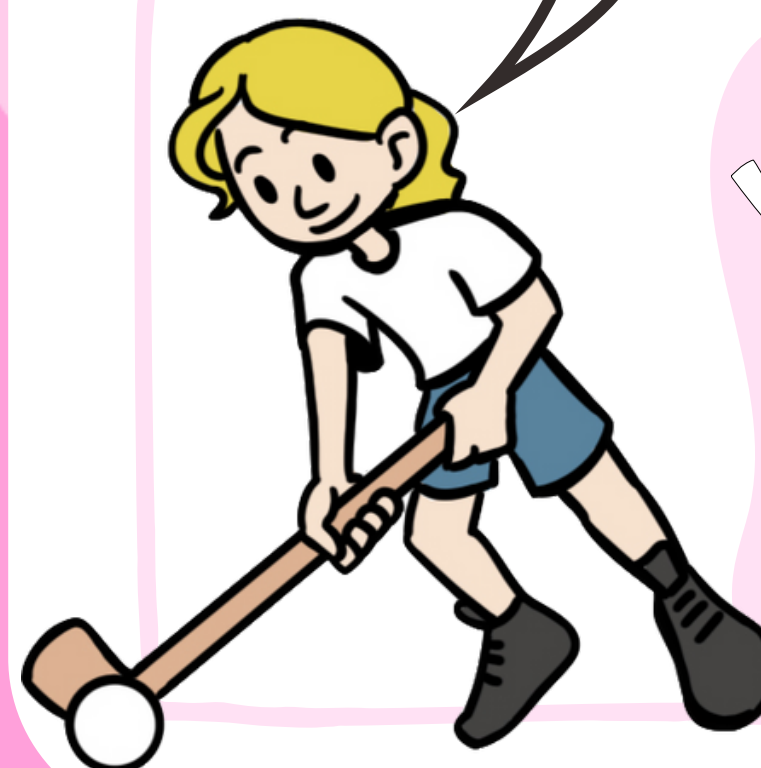
Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals..

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

Hockey Obstacle

What you need: Markers, stopwatch, a tupperware lid and rolled up socks

How to play:

- Create an obstacle course using markers e.g. cushions to go around, chairs to push the ball through the chair legs etc.
- Using the tupperware lid as your stick and the socks as your ball, time yourself to see how long it takes you to complete the obstacle course.
- Can you beat your time?
- Make this harder by only using one side of the tupperware box just like when using a hockey stick.

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