

### About this Unit

Ball skills build hand-eye co-ordination, spatial awareness and balance. You can control a ball using lots of different parts of your body. You may have seen a football player kick and dribble with their feet, or even use their head to header the ball, their hands to save a goal or throw the ball in from a sideline. The ball skills in this unit will help you in lots of activities and sports.



#### Examples of games that use ball skills:

Target Games	Invasion Games	Striking & Fielding Games	Net & Wall Games
Boules Boccia New Age Kurling Dodgeball	Netball Football Tag Rugby Handball Basketball	Rounders Cricket Baseball	Tennis Volleyball Badminton



Do you know which of these sports uses each of these movement skills?

### Ladder Knowledge



**Year 3:** pointing your hand/foot/stick to your target as you release will help you to send a ball accurately.  
**Year 4:** you can use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender.

**Year 3:** moving your feet to the ball will make you more successful at catching.  
**Year 4:** adjust your hands to the height of the ball. Little fingers together for a close catch, thumbs together for a high catch.

**Tracking:**  
**Year 3:** use a ready position to help you to react to the ball.  
**Year 4:** tracking a ball is an important skill used in games activities such as rounders, football and tennis.

**Dribbling:**  
**Year 3:** dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.  
**Year 4:** dribbling with soft hands/touches will help you to keep control.

### Movement Skills

- track
- throw
- catch
- dribble
- kick

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

**Social** communication, work safely, collaboration

**Emotional** perseverance, personal challenge, calmness, fairness

**Thinking** provide feedback, tactics, comprehension, reflection, make decisions

### Strategy

Whether you are using your hands or feet, lots of teaching points that help you to use a ball are the same. For example when dribbling a ball with your hands, feet or even bouncing it on a racket, using soft touches will help you to control it.

See if you can think of any other teaching points that are the same even when using different body parts.

### Healthy Participation



Make sure unused balls are stored in a safe place to stop them rolling.

Make sure you work in a safe space and show an awareness of others as you send a ball.

### Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

### Kerby

**What you need:** 1 ball, two kerbs that are approx. 4m apart, 1 or more players

#### How to play:

- Players stand opposite each other on the pavement.
- Players take turns to throw to hit the opposite kerb.
- If successful the player can take a jump towards the opposite kerb and throw again.
- If unsuccessful the other player gets a turn.
- When throwing, if the ball bounces back and hits your own kerb or if it bounces back and you catch it, you take two jumps towards the opposite kerb.
- First player to reach the opposite kerb wins.

Play with more people by playing in teams.

[www.getset4education.co.uk](http://www.getset4education.co.uk)

### Key Vocabulary



- accurate:** successful in reaching the intended target
- block:** to prevent a movement or pathway of an object
- collect:** to pick up
- control:** being able to perform a skill with good technique
- decision:** select an outcome
- momentum:** the direction created by weight and power
- opponent:** someone not on your team
- personal best:** a target outcome of an individual
- possession:** when a team has the ball they are in possession
- power:** speed and strength combined
- pressure:** to add challenge
- react:** to respond to quickly
- receive:** to collect or stop a ball that is sent to you
- select:** choose
- technique:** the action used correctly
- track:** to move your body to get in line with a ball that is coming towards you

If you enjoy this unit why not see if there is a ball game e.g. a basketball club in your local area.

How will this unit help your body?

agility, balance, co-ordination, speed



# Knowledge Organiser

## Tag Rugby Year 3 and Year 4

### 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.

Rugby was created in 1823 at Rugby School, when William Webb Ellis, one of the pupils there, picked up the ball whilst playing football and began running towards the opposition's goal. In 1871, the first international game was played and rugby is now played all over the world.

Rugby balls are different to most other balls because of their 'egg shape'. The balls were made using rubber tubes which because of their flexibility became oval by accident!



#### 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

- accelerate:** speed up
- delay:** to slow an object or player
- dodge:** change direction quickly, often used to lose a defender or avoid being caught
- forward pass:** when the ball is passed in the direction of a team's try line
- gain:** get possession of the ball
- invasion:** a game of two teams who invade each other's space to score goals
- limit:** to reduce
- 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.
- onside:** when the defender is in front of the ball carrier
- option:** possible choices
- pitch:** the space used for a tag rugby game
- possession:** to have
- supporting:** being an option for the person with the ball
- 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
- try:** the name of a point scored by placing the ball over the try line

### Ladder Knowledge



#### Sending & receiving:

- Year 3:** point your hands to your target when throwing to help to send the ball accurately.
- Year 4:** cushioning a ball will help you to control it when catching it.

#### 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

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

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

**Social** support others, inclusion, communication, collaboration, respect

**Emotional** determination, honesty, independence, perseverance

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

### 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 has 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.



Blue team try line

### 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.
- 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](http://www.getset4education.co.uk)

### The Rescuer

**What you need:** a marker e.g. a cushion, an object e.g. a teddy bear and a partner

#### How to play:

- Place your marker down to indicate the start and finish spot.
- Place your object 10m away.
- One person, the rescuer, begins on the start marker, partner begins three big steps away. Rescuer attempts to reach the object and bring it back to the marker without being tagged by your partner.
- If tagged, the rescuer must go back to the start marker to try again.
- Have three attempts then change roles.



[www.getset4education.co.uk](http://www.getset4education.co.uk)

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



@getset4education136

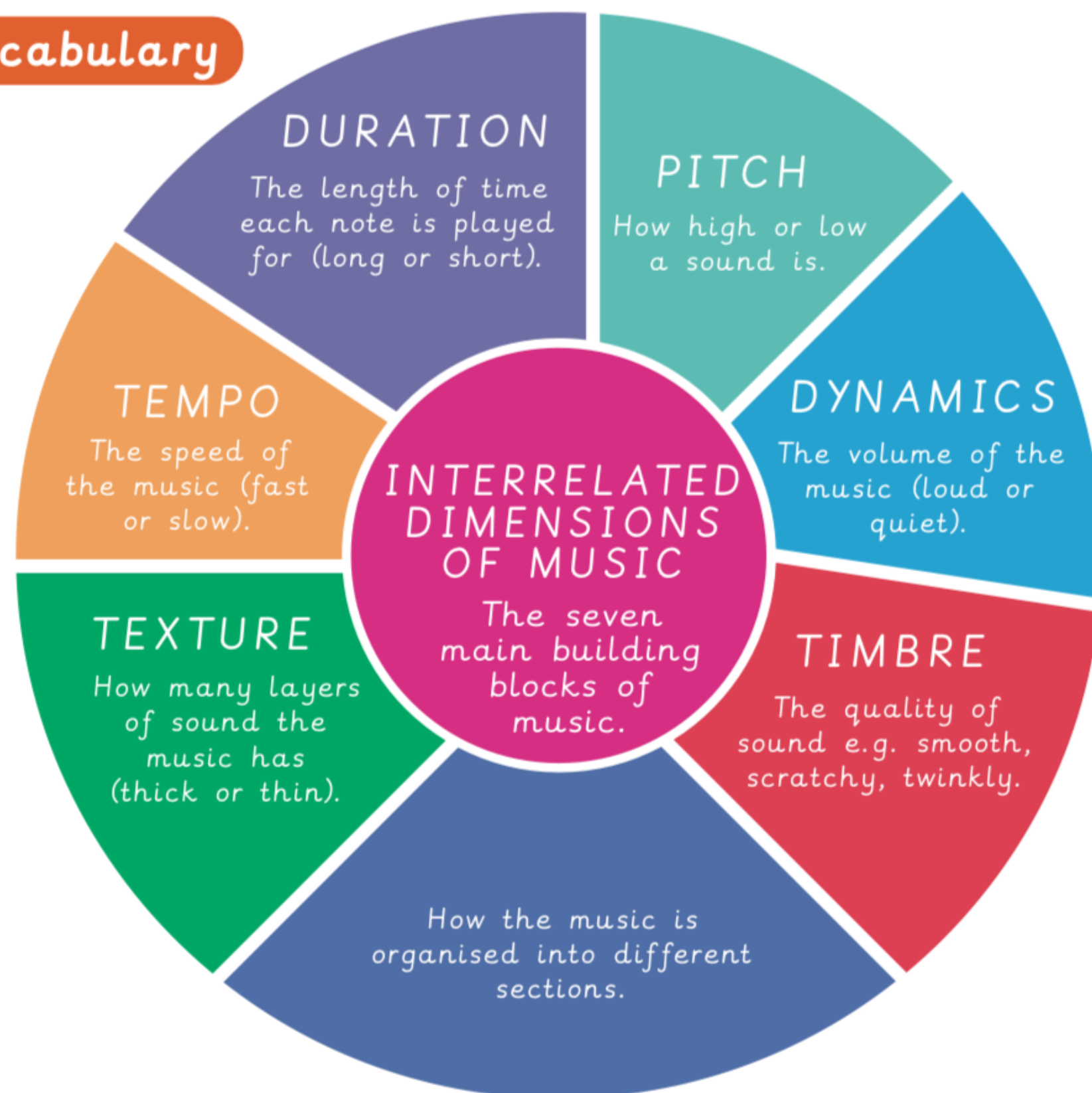
Year 4: Body and tuned percussion (Rainforests)

Musical style: Body percussion

Body percussion is a style of music where you use your body to make sounds. You can make many different sounds by slapping, hitting, stamping, and rubbing!



Vocabulary

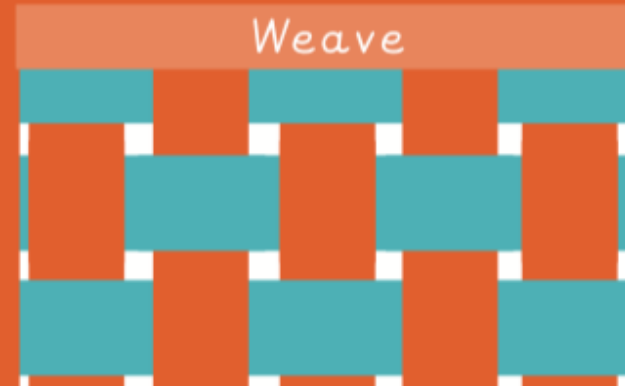


- Appraising**: Assessing and discussing a performance or piece of music.
- Melody**: Notes of different pitches played in a sequence to create a tune.
- Rhythm**: A pattern of long and short sounds (and silences) within a piece of music.
- Contrast**: An obvious difference.
- Layers**: The different instruments, rhythms or melodies that build the overall texture.
- Transition**: Music that links one section of a piece of music to another.

## Structure - Pavilions

Aesthetic	How an object or product looks.
Cladding	A material put on top of another material or on a structure as protection or to improve appearance.
Design criteria	A set of rules to help designers focus their ideas and test the success of them.
Evaluation	When you look at the good and bad points about something, then think about how you could improve it.
Frame structure	A way of building something so that the inside supports are built first and the outside covering is added afterwards as cladding.
Function	The purpose of an object (for example a chair needs to hold a person when sitting down); or how the product works (for example a torch needs to provide light in a dark space).
Inspiration	To gain ideas from different sources such as the internet, magazines and books.
Pavilion	A decorative building or structure for leisure activities.
Reinforce	To make a structure or material stronger, especially by adding another material or element to it.
Stable	Object does not easily topple over.
Structure	Something that has been made and put together and can usually stand on its own (e.g. a building, a bridge, a chair).
Target audience	A person or particular group of people at whom a product is aimed.
Target customer	A person or particular group of people who you expect to buy the product.
Texture	The way that something feels when you touch it (e.g. soft, rough, smooth).
Theme	An idea or specific design that your product or structure is based on (e.g. space-themed).

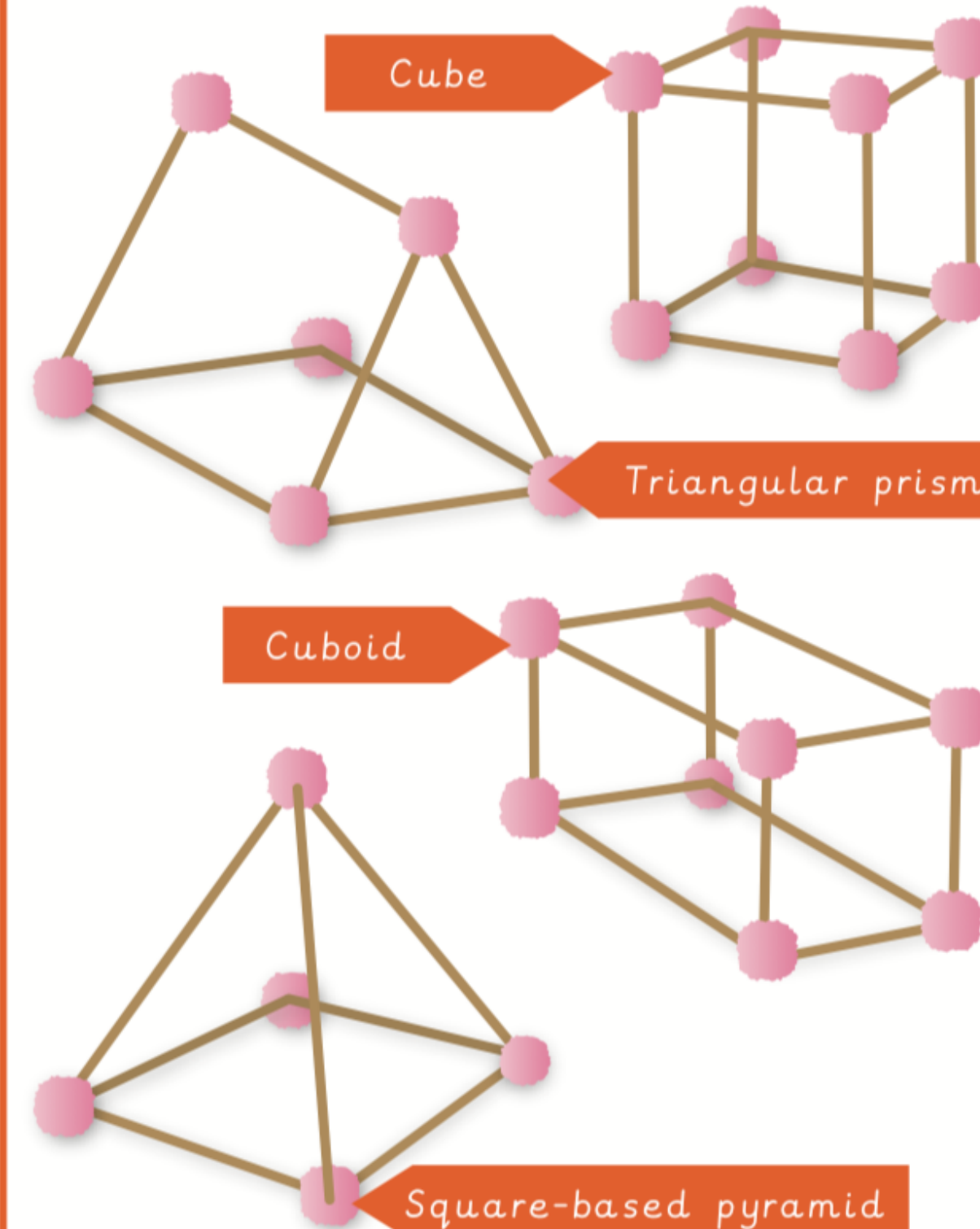
You can create all sorts of textures for your cladding designs using different materials and techniques.



## Key facts



There are variety of ways to assemble a frame structure.



What materials and equipment could you use to make your structure?

# Year 4 Geography

## Europe

Where are other countries in relation to us?

When looking at the map, can we locate the 7 continents and locate European countries.



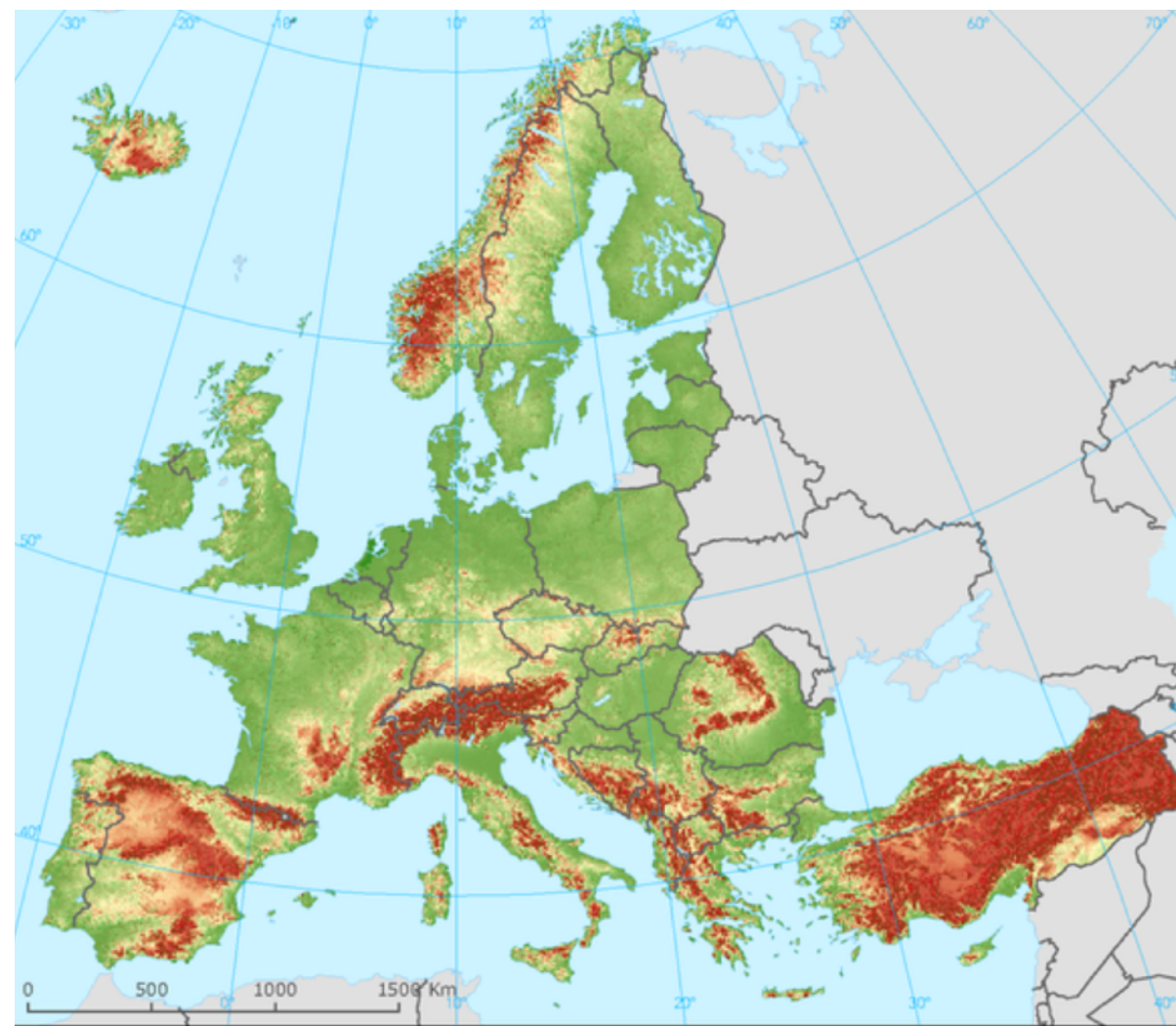
What is life like in Europe?

Lifestyles in different cities across Europe differ based on different human and physical features. Each city has different characteristics.



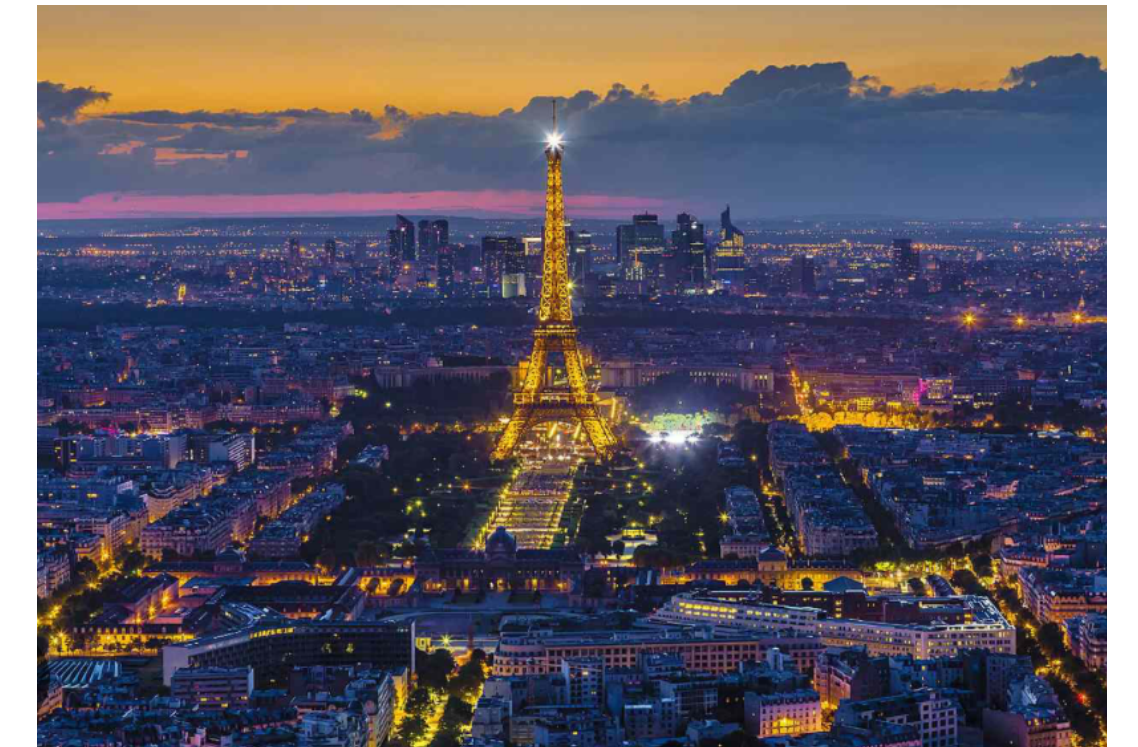
How do European regions compare?

A region in the United Kingdom and in a European country have many similarities and differences. Their physical characteristics such as mountains and rivers can be compared.



Capital cities

A capital city is where that country's government is housed and in some cases is the biggest city in terms of population.



European Economy

The economy in Europe is constantly changing and each country has different imports and exports that we can see through data.



# Key vocabulary



## Region

A part/area of a country or the world that has definable characteristics.



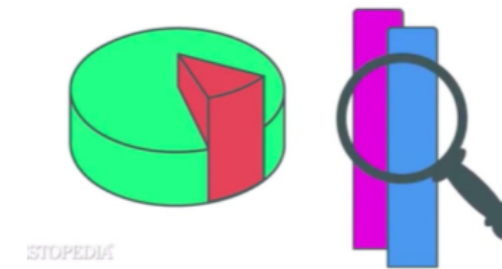
## Locate

Discovering the exact location or position.



## Statistics

The study of data including reviewing, analysing and drawing conclusions.



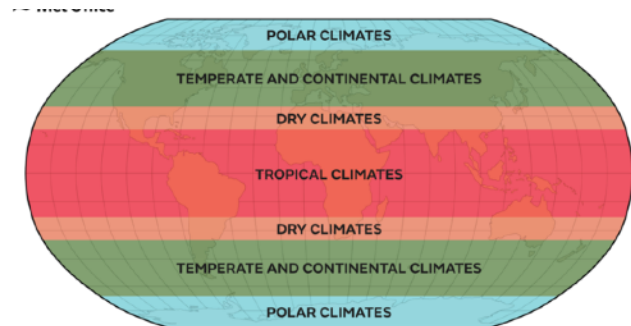
## Trade

Voluntary exchange of goods between different countries around the world



## Climate zone

Climate zones are areas with distinct climates. These zones might correspond to weather patterns, latitude, or communities of plants and animals.



## Trade links

A system of trading between two countries where each country attempts to balance its trade with that of the other.



## City

Larger than a town. A city can be defined by its population, its tourist attractions and having a monarch.



## Economic activity

Any action that involves producing, distributing or consuming products or services that in return gives money.



# Year 4

## RE - Judaism



Torah scroll



mezuzah

Theme:  
Beliefs and Practices

Key Question:  
How special is the relationship Jews have with God?

Religion:  
Judaism



### Jewish Symbols



A tallit is a special prayer shawl used by Jewish men to pray.



A kippah is a special cap worn by Jewish men and boys to show respect to God.

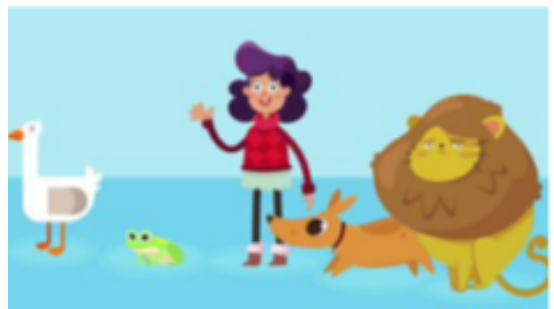
Key Vocabulary	
<b>Ten Commandments</b>	Ten important life rules for Jews given to Moses by God.
<b>the Sabbath</b>	The holy day for Jews.
<b>pilgrimage</b>	A special religious journey.
<b>synagogue</b>	Place of worship for Jewish people.
<b>rabbi</b>	Jewish religious leader and teacher.
<b>Ark</b>	The place where the <b>Torah</b> is kept in a <b>synagogue</b> .
<b>Torah</b>	The Jewish holy book.
<b>Hebrew</b>	A language used by Jewish people.



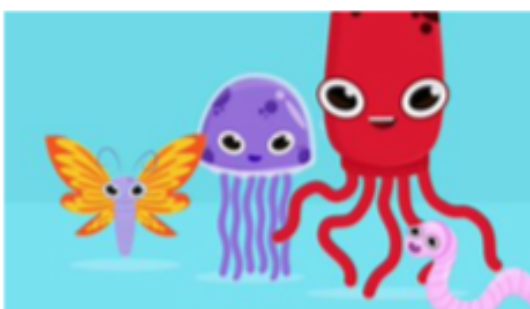
# Year 4: Science Living Things And Their Habitats

## Vertebrates and invertebrates

An animal with a backbone inside it's body is a **vertebrate**. An animal without a backbone is called an **invertebrate**.



Vertebrates



Invertebrates

### ENQUIRY TYPES

**Comparative / fair testing**  
Changing one variable to see its effect on another, whilst keeping all others the same.

**Observation over time**  
Observing changes that occur over a period of time ranging from minutes to months.

**Research**  
Using secondary sources of information to answer scientific questions.

**Pattern-seeking**  
Identifying patterns and looking for relationships in enquiries where variables are difficult to control.

**Identifying, grouping and classifying**  
Making observations to name, sort and organise items.

The five classes of animals we learn about this year:

When classifying animals by their characteristics, in Year 4 we think about vertebrates and invertebrates initially. When focusing on vertebrates we then classify animals into the follow five groups, based on their characteristics.

## Mammals



Warm blooded, have hair/fur, give birth to live young and feed their young with milk.

## Amphibians



Cold blooded, live on land as well as in water, they lay eggs to reproduce and have smooth skin.

## Birds



Warm blooded, have feathers, have beaks or bills, and lay eggs.

## Reptiles



Cold blooded, live on land and can live in water, lay eggs and have scales.

## Fish



Cold blooded, live in water, have scales, have gills, and most fish lay eggs.



# Year 4: Science




## Living Things And Their Habitats

### Life Processes

MRS GREN

Movement  
Respiration  
Sensitivity  
Growth  
Reproduce  
Excretion  
Nutrition

### How else can we group animals?

	Omnivore	a living thing that eats both animals and plants
	Carnivore	a living thing that eats animals
	Herbivore	a living thing that eats plants

### Key vocabulary

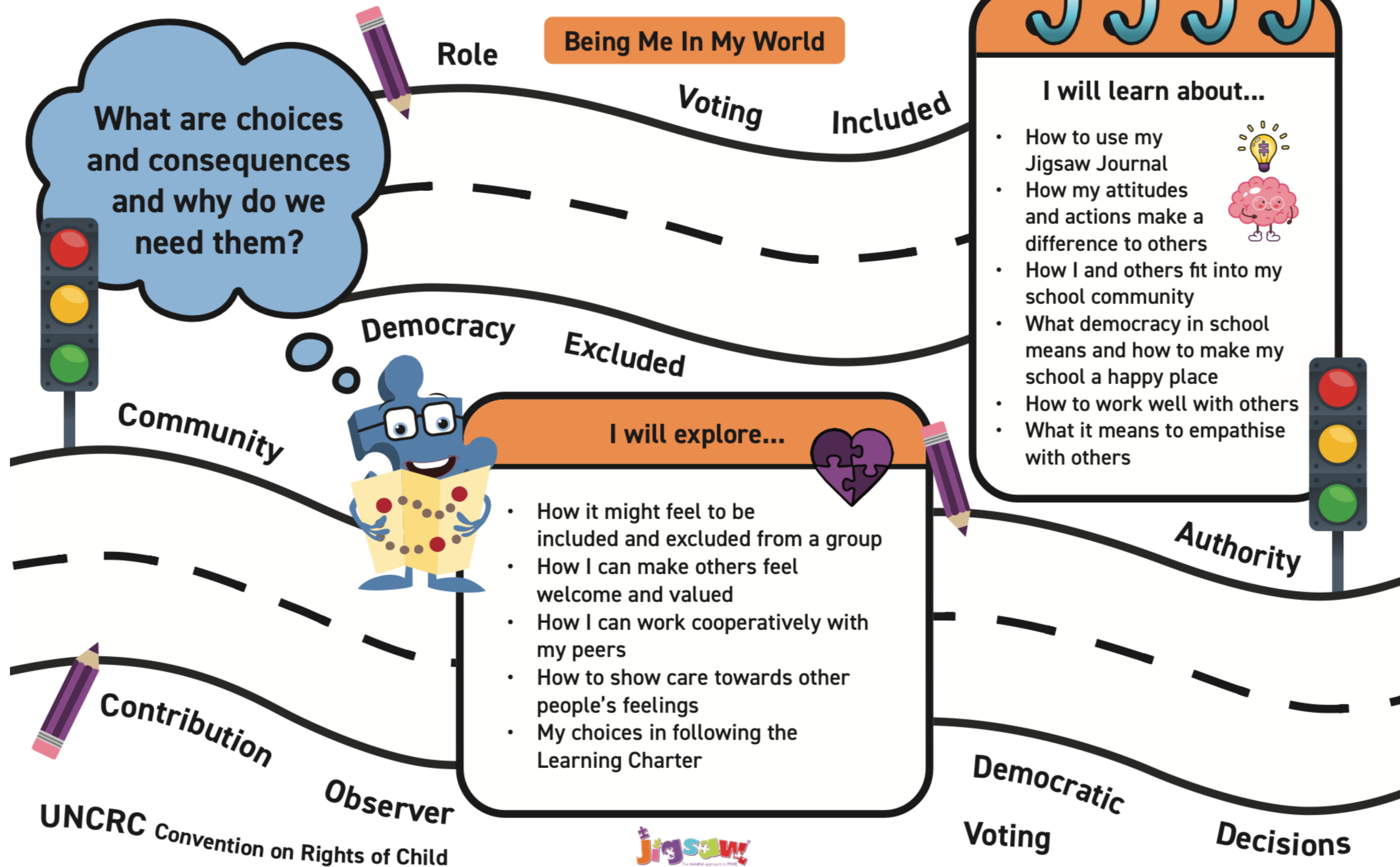
<b>Classification</b>	To categorise or group something.
<b>Sensitivity</b>	Using your senses.
<b>Respiration</b>	Taking in gas and giving out another (breathing in and out).
<b>Excretion</b>	To dispose of waste.
<b>Organism</b>	an individual animal, plant or single celled life form.
<b>Habitat</b>	The natural home or environment of an animal, plant or organism.
<b>Environment</b>	An environment contains many habitats and these include areas where they are both living and non-living things.
<b>Extinct</b>	When a species has no more members alive on the planet, it is extinct.
<b>Endangered</b>	A plant or animal where there are not many of their species left and scientists are concerned that the species may become extinct.

### Changes to the environment

Changes to the environment can be natural or caused by humans.

Natural	Humans
<ul style="list-style-type: none"> <li>• earthquakes</li> <li>• storms</li> <li>• floods</li> <li>• droughts</li> <li>• wildfires</li> <li>• the seasons</li> </ul>	<ul style="list-style-type: none"> <li>• deforestation</li> <li>• pollution</li> <li>• urbanisation</li> <li>• the introduction of new animal or plant species to an environment</li> <li>• creating new nature reserves</li> </ul>

# Jigsaw Jaz's Journey



What are choices and consequences and why do we need them?

Role **Being Me In My World**

Voting Included

I will learn about...

- How to use my Jigsaw Journal
- How my attitudes and actions make a difference to others
- How I and others fit into my school community
- What democracy in school means and how to make my school a happy place
- How to work well with others
- What it means to empathise with others

Democracy Excluded

I will explore...

- How it might feel to be included and excluded from a group
- How I can make others feel welcome and valued
- How I can work cooperatively with my peers
- How to show care towards other people's feelings
- My choices in following the Learning Charter

Community

Authority

Contribution

Observer

Democratic Voting

Decisions

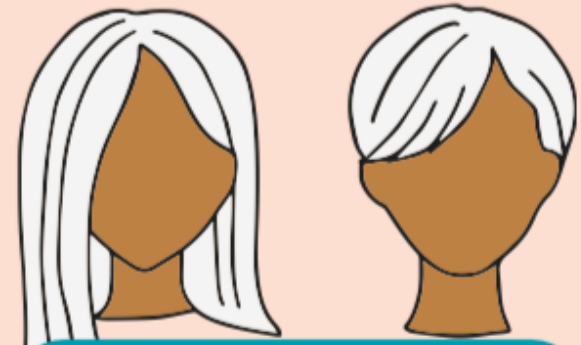
UNCRC Convention on Rights of Child





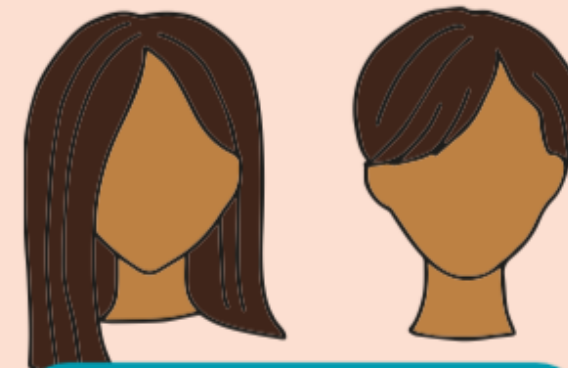
les yeux

eyes



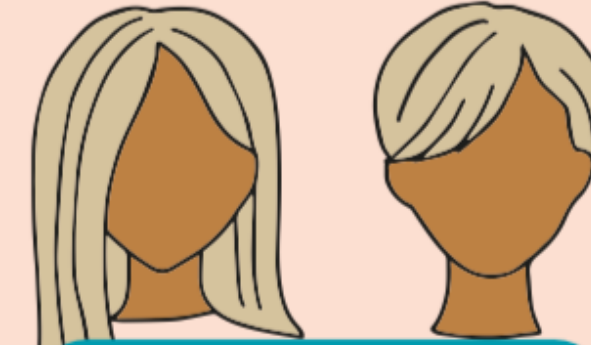
les cheveux

hair



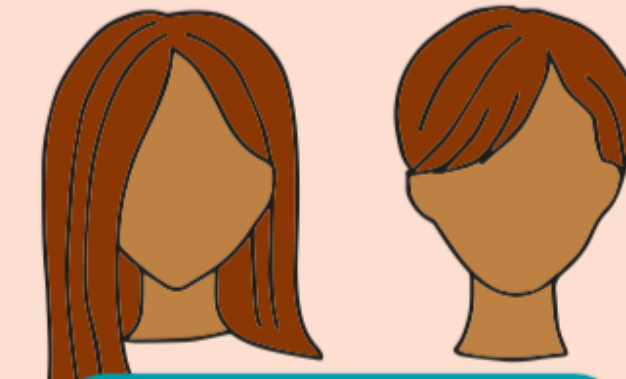
les cheveux  
châains

brown hair



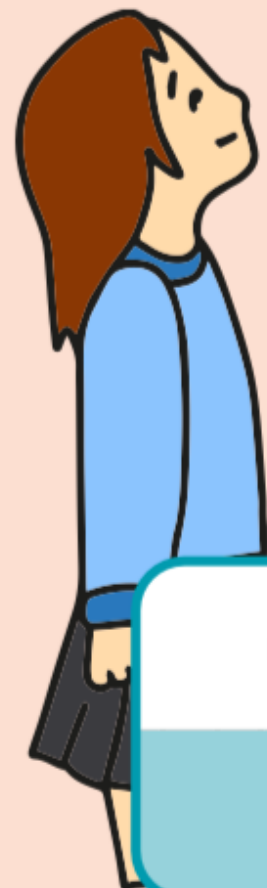
les cheveux  
blonds

blonde hair



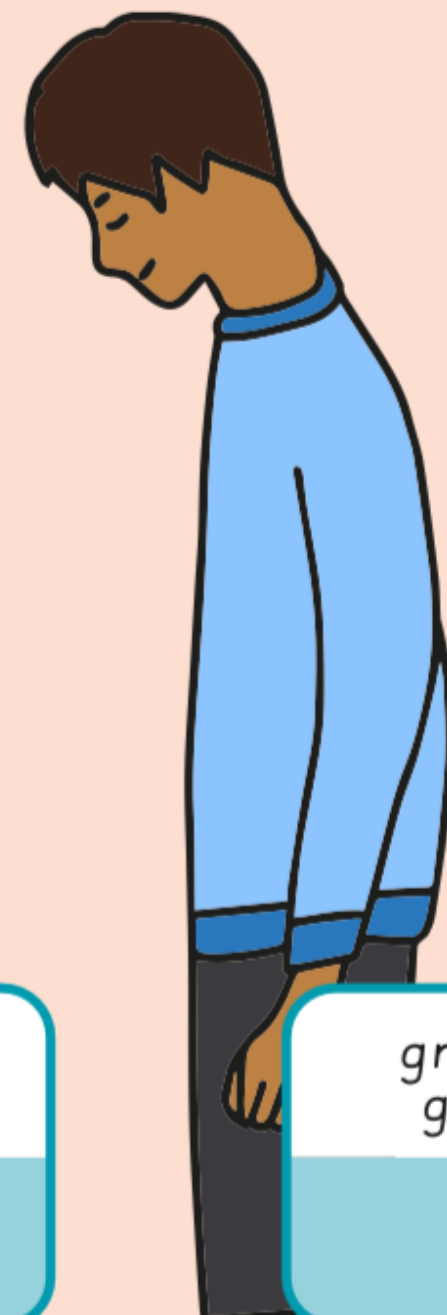
les cheveux  
roux

ginger/red  
hair



petit (m) /  
petite (f)

small



grand (m) /  
grande (f)

big/tall



fort (m) /  
forte (f)

strong



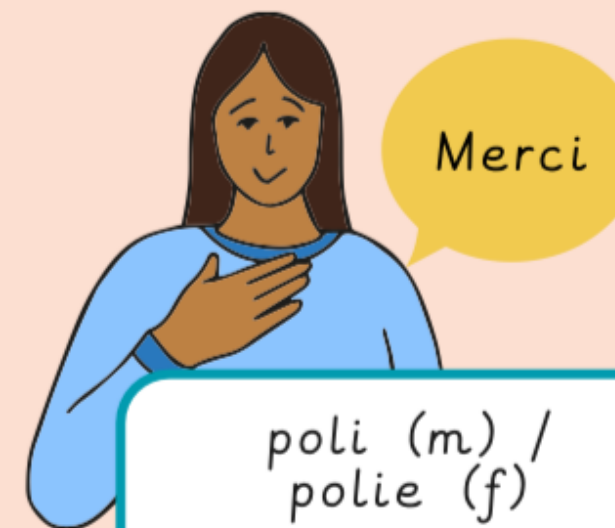
sportif (m) /  
sportive (f)

sporty



travailleur (m) /  
travailleuse (f)

hard-working



poli (m) /  
polie (f)

polite



heureux (m) /  
heureuse (f)

happy



sérieux (m) /  
sérieuse (f)

serious



In French, the word for 'hair' - cheveux - is plural

il a/elle a = he has/she has + noun + adjective

il a les cheveux châtain.

He has brown hair

il a les yeux bleus

He has blue eyes



Il s'appelle Henri et il a les yeux bleus et les cheveux châtain.

He is called Henry and he has blue eyes and brown hair.

Other phrases

il s'appelle

he is called

elle s'appelle

she is called

Adjectives must agree with the gender of the noun that they are describing. This is usually achieved by:

No change for masculine nouns

il est poli

He is polite

Adding an e for feminine nouns

elle est polie

She is polite

However some may have different endings:

il est sérieux

he is serious

elle est sérieuse

she is serious

The Louvre Museum is in Paris and used to be a royal palace.

It is the largest art museum in the world, and is home to the famous portrait, Mona Lisa.

The entrance to the Louvre is a large glass and metal pyramid.

