



Links to the PE National Curriculum

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

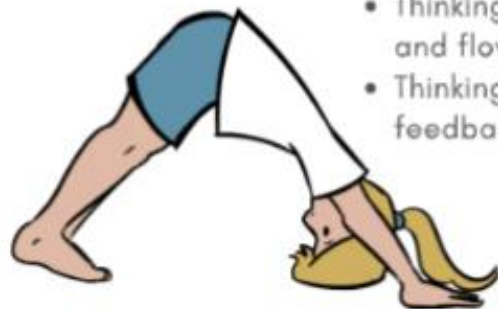
- Pupils should be taught to develop flexibility, strength, technique, control and balance.

Key Skills: Physical

- Breathing
- Balance
- Flexibility
- Strength

Key Skills: S.E.T

- Social: Working safely
- Social: Sharing ideas
- Social: Leadership
- Emotional: Calmness
- Emotional: Focus
- Emotional: Confidence
- Thinking: Selecting actions
- Thinking: Creating poses and flows
- Thinking: Providing feedback



Top Tips for Teachers

- Repetition helps to reinforce learning. Repeat poses to allow the children to build on their yoga practise.
- Children will find it hard to concentrate for long periods of time. Mix up your teaching and know that children will be able to remain focused for different lengths of time and that that is ok.
- Keep safety in mind and ensure children work at a level they feel comfortable with.
- Use the word "try" so that the children learn to appreciate the process rather than the result.

Key Vocabulary:

Encourage pupils to use this language in your lessons.

*Year 4 would use Year 3 and Year 4 vocabulary

Year 3

- Strength
- Technique
- Link
- Flexibility
- Perform
- Try

Year 4

- Stable
- Mindfulness
- Down Dog
- Control
- Grounded
- Relax

Teacher Glossary

Mindfulness: The process of purposely bringing one's attention to experiences occurring in the present moment.

Asana: Refers to physical poses and postures.

Pranayama: Refers to breathing techniques. Prana is our life force, our breath.

Namaste: In yoga this means 'the divine in me acknowledges the divine in you' and is a respectful way to start or end a class.

Where this unit sits



Assessment Criteria

Year 2

- I am beginning to provide feedback using key words.
- I can copy, remember and repeat yoga flows.
- I can describe how my body feels during exercise.
- I can move from one pose to another thinking about my breath.
- I can use clear shapes when performing poses.
- I can work with others to create simple flows showing some control.

Year 3

- I can copy and link yoga poses together to create a short flow.
- I can describe how yoga makes me feel.
- I can move from one pose to another in time with my breath.
- I can provide feedback using key words.
- I can work with others to create a flow including a number of poses.
- I show some stability when holding my yoga poses.

Year 4

- I can describe how yoga makes me feel and can talk about the benefits of yoga.
- I can link poses together to create a yoga flow.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can transition from pose to pose in time with my breath.
- I can work collaboratively and effectively with others.
- I demonstrate yoga poses which show clear shapes.
- I show increasing control and balance when moving from one pose to another.

Year 5

- I am confident to lead others through poses and flows.
- I can create a yoga flow working safely with a partner.
- I can identify how different activities can benefit my physical health.
- I can move with control from one pose to another demonstrating good balance.
- I can provide feedback to others using key terminology.
- I can use feedback provided to improve my work.
- I can use my breath to move from pose to pose.
- I show strength and flexibility whilst holding yoga poses.

Progression of Skills Ladder

Other units that progress into this activity are:

Fundamentals
Gymnastics

Balance Use their breath to maintain balance within a pose.	Flexibility Develop flexibility by connecting their movement with their breath.	Year 5	Strength Demonstrate increased control and strength when in and transitioning between poses.	Mindfulness Understand that there are methods they can use to control how they feel.
Balance Explore using their breath to maintain balance within a pose.	Flexibility Demonstrate increased extension in their poses.	Year 4	Strength Demonstrate increased control and strength when in a pose.	Mindfulness Can engage with mindfulness activities with increased focus.
Balance Demonstrate increased control when in poses and explore control in paired poses.	Flexibility Explore poses and movement in relation to their breath.	Year 3	Strength Explore arm balances with some control.	Mindfulness Develop their ability to stay still and keep their focus.
Balance Remember, copy, and repeat sequences of linked poses.	Flexibility Show increased awareness of extension in poses.	Year 2	Strength Demonstrate increased control in performing poses.	Mindfulness Explore controlling their focus and sense of calm.



Links to the PE National Curriculum

- Pupils should develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success.
- Pupils should be taught to develop flexibility, strength, technique, control and balance.
- Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key questions...

- Can you notice a difference in how exercise makes you feel physically?
- Can you describe what your body feels like after an event?
- Can you notice a change in your heart rate?
- Are there some activities that make you feel more or less tired?
- What part of your body can you feel working? Do you know what muscles are being used?

Key Vocabulary:

Encourage pupils to use this language in your lessons.

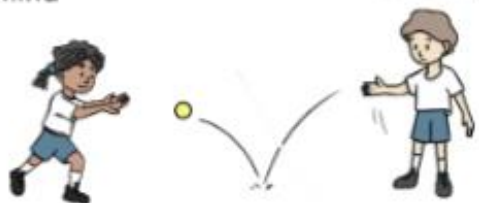
*Year 4 would use Year 3 and Year 4 vocabulary

Key Skills: Physical

- Strength
- Speed
- Power
- Agility
- Coordination
- Balance
- Stamina

Key Skills: S.E.T

- Social: Supporting others
- Social: Working safely
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Identifying areas of strength and areas for development



Year 3

- Fitness • Speed • Strength
- Balance • Pace • Control • Steady

Year 4

- Agility • Technique • Stamina
- Coordination • Muscle • Progress

Teacher Glossary

Agility: The ability to change direction quickly and easily.

Balance: The ability to stay upright or stay in control of body movement.

Co-ordination: The ability to move two or more body parts at the same time, under control, smoothly and efficiently.

Stamina: The ability to move for sustained periods of time.

Power: Speed and strength combined.

Where this unit sits



Assessment Criteria

Year 2

- I can describe how my body feels during exercise.
- I can link different hoop skills to create a routine.
- I can show hopping and jumping movements with some balance and control.
- I persevere with new challenges.
- I show determination to continue working over a longer period of time.
- I understand that running at a slower speed will allow me to run for a longer period of time.
- I work with others to turn a rope and encourage others to jump at the right time.

Year 3

- I can collect and record personal fitness data and I can recognise my strengths.
- I can complete exercises with control.
- I can persevere when I find a challenge is hard.
- I can provide feedback using key words.
- I can use key points to help me to improve my sprinting technique.
- I can work safely with others.
- I show balance when changing direction.
- I understand the benefits of exercise.

Year 4

- I can collect and record personal fitness data and identify areas I need to improve.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can use key points to help me to improve my sprinting technique.
- I share ideas and work with others to manage activities.
- I show balance when changing direction at speed.
- I show control when completing activities to improve balance.
- I show determination to continue working at over a period of time.
- I understand there are different areas of fitness and that each area challenges my body differently.

Year 5

- I can analyse my fitness data to identify areas of improvement.
- I can choose the best pace for a running event and maintain speed.
- I can encourage and motivate others to work to their personal best.
- I can identify how different activities can benefit my physical health.
- I can work with others to manage activities.
- I understand the different components of fitness and how to test them.
- I understand what my maximum effort looks and feels like and I am determined to achieve it.

Progression of Skills Ladder

Other units that progress into this activity are:

Gymnastics
Fundamentals

Agility Demonstrate improved body posture and speed when changing direction.	Balance Change their body position to maintain a controlled centre of gravity.	Coordination Demonstrate increased speed when coordinating their bodies.	Year 5	Speed Identify the best pace for a set distance or time.	Strength Demonstrate increased technique in body weight exercises.	Stamina Use their breath to increase their ability to move for sustained periods of time.
Agility Show balance when changing direction at speed.	Balance Show control whilst completing activities which challenge balance.	Coordination Explore increased speed when coordinating their bodies.	Year 4	Speed Demonstrate improved sprinting technique.	Strength Identify activities which help to strengthen different muscle groups.	Stamina Demonstrate using their breath to maintain their work rate.
Agility Show balance when changing direction.	Balance Explore more complex activities which challenge balance.	Coordination Can coordinate their bodies with increased consistency in a variety of activities.	Year 3	Speed Explore sprinting technique.	Strength Explore building strength in different muscle groups.	Stamina Explore using their breath to increase their ability to work for longer periods of time.
Agility Demonstrate improved technique when changing direction on the move.	Balance Demonstrate increased balance whilst travelling along and over equipment.	Coordination Perform actions with increased control when coordinating their body with and without equipment.	Year 2	Speed Can demonstrate running at different speeds.	Strength Demonstrate increased control in body weight exercises.	Stamina Show an ability to work for longer periods of time.