



## 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.

## 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 Skills: Physical

- Balance
- Strength
- Flexibility
- Coordination

## Key Skills: S.E.T

- Social: Leadership
- Social: Sharing ideas
- Social: Working safely
- Emotional: Confidence
- Emotional: Working independently
- Thinking: Creating
- Thinking: Selecting and applying actions
- Thinking: Observing and providing feedback



## Key Vocabulary:

- |                          |                     |                   |
|--------------------------|---------------------|-------------------|
| • <b>quality</b>         | • <b>notice</b>     | • <b>calm</b>     |
| • <b>develop</b>         | • <b>high lunge</b> | • <b>fluidity</b> |
| • <b>salutation</b>      | • <b>transition</b> | • <b>practice</b> |
| • <b>collaboratively</b> | • <b>connected</b>  | • <b>aware</b>    |

## 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 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.

### Year 6

- I am confident to lead others, demonstrating poses and teaching them my flow.
- I can use feedback provided to improve the quality of my work.
- I can use my breath to transition from one pose to another with control.
- I can use yoga poses to improve my flexibility, strength and balance.
- I choose poses which link easily from one to the other to help my sequence flow.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.
- I understand that there are different areas of fitness and how this helps me in different activities.

### KS3 PE NC Subject Content

- Build on and embed the physical development and skills learnt in Key Stages 1 and 2.
- Become more competent, confident and expert in their techniques.
- Understand what makes a performance effective.
- Develop confidence and interest to get involved in exercise, sports and activities out of school and in later life.
- Understand and apply the long term health benefits of physical activity.

## Progression of Skills Ladder

Other units that progress into this activity are:

**Fundamentals**  
**Gymnastics**

|  |  |  |   |  |
|--|--|--|---|--|
|  |  | <b>Year 6</b>  |   |  |
|  | <b>Balance</b><br>Link combinations of poses for balance with increased control in transition. | <b>Flexibility</b><br>Confidently transition from one pose to another showing extension connected to their breath. | <b>Strength</b><br>Explore poses that challenge their strength and work to maintain increased control and strength when in and transitioning between poses. | <b>Mindfulness</b><br>Explore methods they can use to control how they feel with some success. |
|  | <b>Balance</b><br>Use their breath to maintain balance within a pose.                          | <b>Flexibility</b><br>Develop flexibility by connecting their movement with their breath.                          | <b>Strength</b><br>Demonstrate increased control and strength when in and transitioning between poses.  | <b>Mindfulness</b><br>Understand that there are methods they can use to control how they feel. |
|  | <b>Balance</b><br>Explore using their breath to maintain balance within a pose.                | <b>Flexibility</b><br>Demonstrate increased extension in their poses.  | <b>Strength</b><br>Demonstrate increased control and strength when in a pose.   | <b>Mindfulness</b><br>Can engage with mindfulness activities with increased focus.             |