
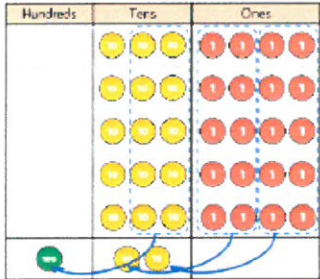
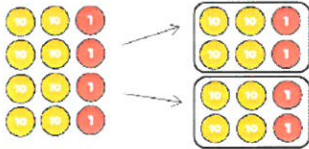
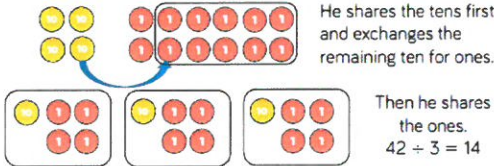


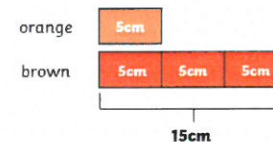
# Times table expectations: 3, 4, 8

	Concrete/Pictorial	Abstract
<b>Multiply 2-digits by 1 digit</b>	 	$\begin{array}{r} \text{T} \quad \text{O} \\ 34 \\ \times 2 \\ \hline 68 \end{array}$ $\begin{array}{r} \text{T} \quad \text{O} \\ 34 \\ \times 5 \\ \hline 170 \\ 12 \end{array}$
<b>Divide 2-digits by 1 digit</b>	<p>Example 1- <math>84 \div 2</math></p>  <p>Example 2- <math>43 \div 3</math></p>  <p>He shares the tens first and exchanges the remaining ten for ones.</p> <p>Then he shares the ones.</p> <p><math>42 \div 3 = 14</math></p>	<p><b>Short division</b></p> <p><math>98 \div 7</math> becomes</p> $\begin{array}{r} 14 \\ 7 \overline{) 98} \\ \underline{7} \phantom{0} \\ 28 \\ \underline{28} \\ 0 \end{array}$ <p>Answer: 14</p>

## Scaling

An orange caterpillar is 5cm long. A brown caterpillar is 3 times as long.

Draw a bar model to represent both lengths. Then, write a calculation to find the length of the brown caterpillar.



## Key Vocabulary

Equal groups

Multiply

Divide

Grouping

Commutativity

Multiplier

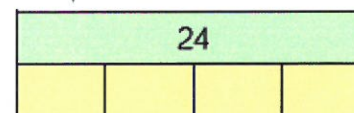
Multiplicand

Scaling

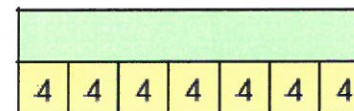
'times as many'

## Division using a bar model

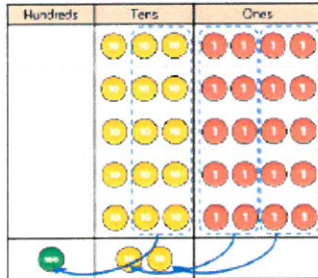
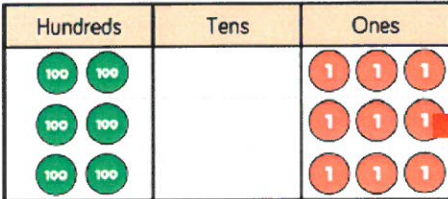
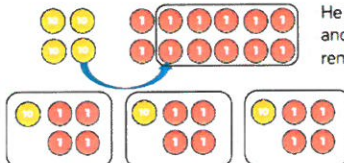
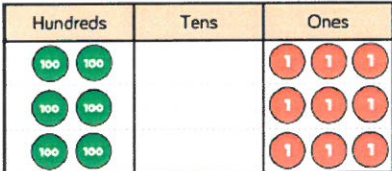
Complete the bar models and the calculations.



$$24 \div 4 = \underline{\quad}$$



$$\underline{\quad} \div 4 = \underline{\quad}$$

	Concrete/Pictorial	Abstract																				
<b>Multiply 2-digits by 1 digit</b>		<table border="1"> <tr><td></td><td>T</td><td>O</td></tr> <tr><td></td><td>3</td><td>4</td></tr> <tr><td>x</td><td></td><td>5</td></tr> <tr><td colspan="3"><hr/></td></tr> <tr><td>1</td><td>7</td><td>0</td></tr> <tr><td>1</td><td>2</td><td></td></tr> </table>		T	O		3	4	x		5	<hr/>			1	7	0	1	2			
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<b>Divide 3-digits by 1 digit</b>		<p><math>432 \div 5</math> becomes</p> <table border="1"> <tr><td></td><td>8</td><td>6</td><td>r 2</td></tr> <tr><td>5</td><td>4</td><td>3</td><td>2</td></tr> <tr><td colspan="4"><hr/></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> <p>Answer: 86 remainder 2</p>		8	6	r 2	5	4	3	2	<hr/>											
	8	6	r 2																			
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## Correspondence

An ice-cream van has 4 flavours of ice-cream and 2 choices of toppings.

Ice-cream flavour	Toppings
Vanilla	Sauce
Chocolate	Flake
Strawberry	
Banana	

How many different combinations of ice-cream and toppings can be made?

Complete the multiplication to represent the combinations.

$x =$  There are \_\_\_\_\_ combinations.

## Key Vocabulary

## Equal groups

## Multiply

## Divide

## Grouping

## Commutativity

Multiplier

**Multiplicand**

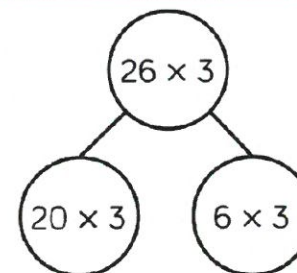
## Correspondence

## Scaling

'times as many'

## Multiplication using partitioning

Tens	Ones
	
	
	





## Vocabulary

**Narrative** –a spoken or written story.

**Narrator**– a person who tells a story.

**Coordinating conjunction -**

**For And Nor But Or Yet So (FANBOYS)**

**Compound sentence** - 2 main clauses joined by a coordinating conjunction.

**Subordinating conjunction**- although, however, even though, because, if, when.

**Complex sentence** - a sentence with a main clause and a subordinate clause.

**Main clause**– part of a sentence which could make a sentence on it's own.

**Subordinate clause**– part of a sentence which could NOT make a sentence on its own.

**Determiner** - a, an, the, this, his, her, some, one, two, those, every,

**Adverbs of time** - then, next, soon,

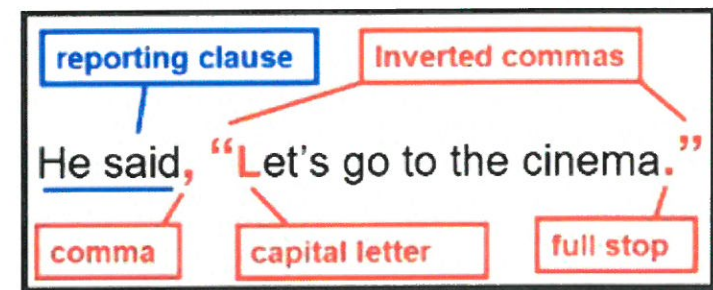


## Key learning

**Build a setting** – use adjectives, similes, metaphors and exciting vocabulary to describe a setting.

**Write in paragraphs**– use a new paragraph for a new place, time or character.  
speech in dialogue.

**Punctuate direct speech** – use inverted commas for direct speech.



**Use simple, compound and complex sentences** – use different types of sentences to make your writing interesting.

**Proof read**—check your writing for spelling and punctuation errors.



**Ropsley C of E Primary School**  
**Knowledge Organiser –**  
**Stone Age to Iron Age (Geography Content)**

**Key Vocabulary**

**Atlas** – a book of maps or some type of information that includes pictures and / or tables and charts.

**Settlement** – a place where people live, and sometimes work.

**Compare and contrast** – look for ways in which features, places and ways of living are similar or different.

**Natural resources** – materials from the earth that are used to support life, and meet people's needs.

**Land use** – the function of land – what it is used for. In rural areas it can include forestry and farming.

**Immigration** – to come to live permanently in a country where you were not born.

**Emigrate** – to leave one country or region in order to settle in another.

**Key Skills**

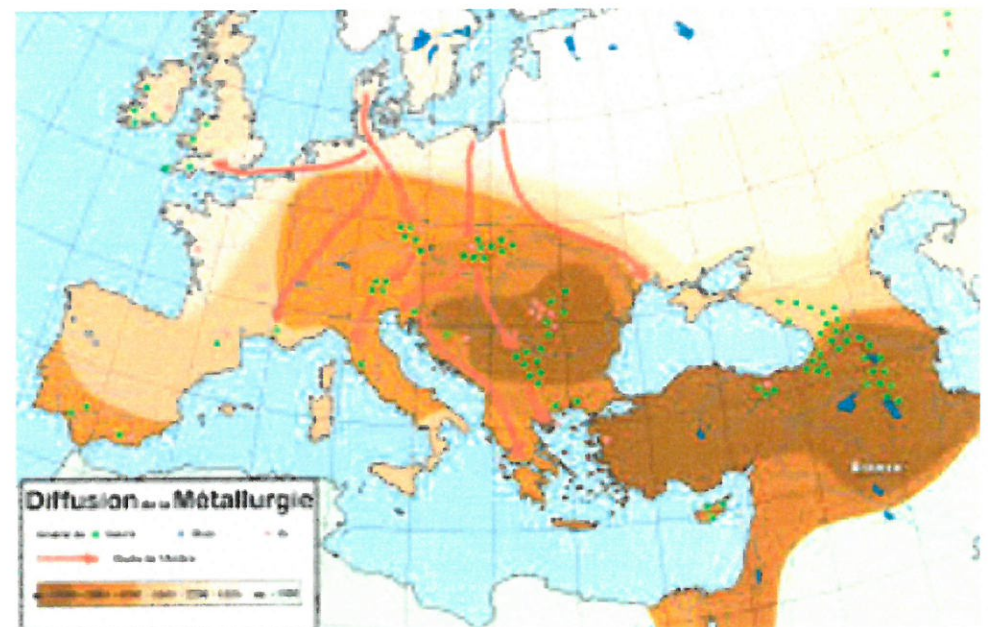
Understand and explain the reliability / purpose of different picture types.

Note connections and contrasts.

Ask and answer geographically valid questions.



Iron Age Tribes in Britain



Bronze Age Settlement in Europe

**Ropsley C of E Primary School**  
**Knowledge Organiser –**  
**Stone Age to Iron Age (History Content)**

**Key Vocabulary**

**Stone Age** – The name given to the earliest period of human culture when stone tools were first used.

**Bronze Age** – The time period when bronze replaced stone as the preferred materials for making tools and weapons.

**Iron Age** – the time period when iron became the preferred choice of metal for making tools.

**Nomadic people** – A group of people that move from place to place in search of food and shelter.

**Hunter-gatherer** – A member of a nomadic group who hunt or harvest food that grows in the wild.

**Pre-historic** - The period of history before written records.

**Tribe** – Iron Age people who lived in the same area and did similar things.

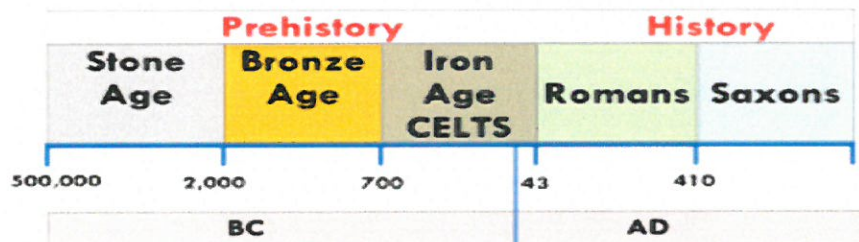
**Earthwork** – A man-made bank of earth made as a defensive wall around settlements.

**Roundhouse** – A circular house usually with a conical roof.

**Flint** – A type of sharp stone which was easy to make into tools.

**Monument** – A group of huge stones, often set up in a line or circle.

**Hillforts** – A fort built on a hill with outer walls or ditches for defensive purposes (for example Maiden Castle)



Skara Brae



Stonehenge



**Stone Age** - a prehistoric period when weapons and tools were made of stone or of organic materials such as bone, wood, or horn.

**Bronze Age** - People discovered how to get metals out of rocks. Bronze replaced stone as the best material for making tools. People were able to build better farming equipment and they also began to make bronze weapons.

**Iron Age** - Iron replaced bronze as the main material for making tools and weapons. People lived in tribes and they were often at war with each other. Iron Age people began to protect themselves by settling in hillforts. Sometimes people from the Iron Age are called 'Celts'.

**Stonehenge** - a prehistoric monument in Wiltshire, England. It consists of a ring of standing stones, with each standing stone around 4 metres high. Its purpose and how it was built remains uncertain.

**Skara Brae** - a stone-built Neolithic settlement, located in the Orkney region in Scotland. It is a cluster of eight houses, which was occupied between 3000 and 2500 BC.

**Maiden Castle** - one of the largest and most complex Iron Age hillforts in Europe. It is located in Dorset, England. It was built around 100 BC and once protected hundreds of residents.



**Ropsley C of E Primary School Knowledge Organiser**  
**Living Things and their Habitats**

**Key Vocabulary**

**Organism** – An individual living thing, such as a plant, an animal or bacteria.

**Classification Key** – a system which divides things into groups or types.

**Environment** – all the physical surroundings on Earth - everything living and non-living.

**Vertebrate** – Having a backbone.

**Invertebrate** – Without a backbone.

**Mammal** – Any animal that feeds its babies with milk from the mother.

**Habitat** – The natural environment of an animal or plant.

**Ecosystem** – A community of living things, together with their environment.

**Food chain** – A series of living things in which each serves as food for the next.

**Producer** – A living thing that makes its own food.

**Consumer** – A living thing that makes its own food and so receives its energy through consuming other plants or animals.

**Characteristics** – a living thing has 7 of these life processes: movement, reproduction, sensitivity, nutrition, excretion, respiration and growth.

**Core Learning**

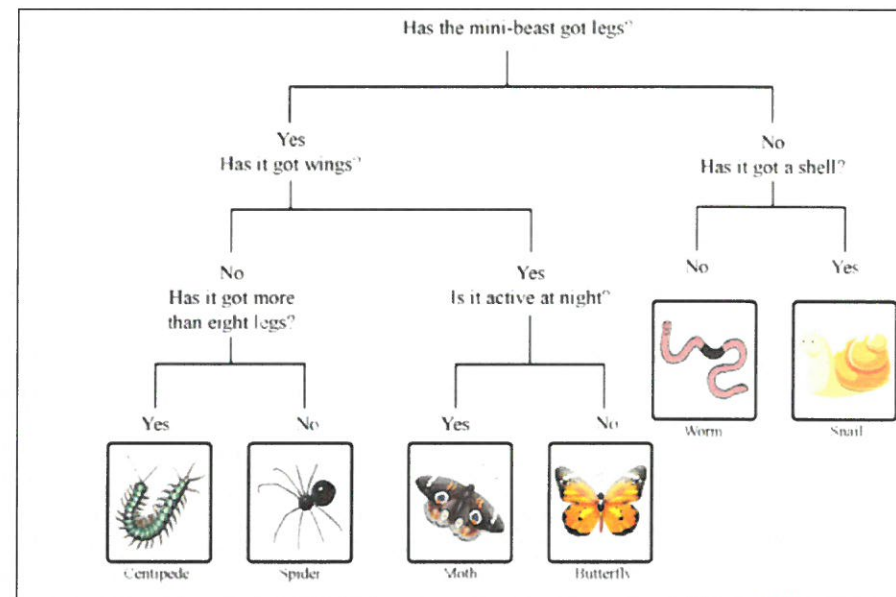
All living things, also called organisms, have to do certain things to stay alive. These are the life processes.

Living things can be grouped according to different criteria – where they live, what type of organism they are, what features they have.

**Life Processes**

<b>M</b>	<b>Movement</b>	All living things move, even plants
<b>R</b>	<b>Respiration</b>	Getting energy from food
<b>S</b>	<b>Sensitivity</b>	Detecting changes in the surroundings
<b>G</b>	<b>Growth</b>	All living things grow
<b>R</b>	<b>Reproduction</b>	Making more living things of the same type
<b>E</b>	<b>Excretion</b>	Getting rid of waste
<b>N</b>	<b>Nutrition</b>	Taking in and using food

**Example of a simple classification key**



## Ropsley C of E Primary School. Knowledge Organiser – Community (Islam)

### Key Vocabulary

**Five Pillars** – the ways in which key practices express Muslim beliefs.

**Shahadah** – statement of belief.

**Salat** – prayer five times a day.

**Zakat** – charitable giving.

**Sawm** – fasting during the month of Ramadan.

**Hajj** – pilgrimage to Makkah.

**Ummah** – the global community of Muslims and the way this relates to the idea of harmony and the straight path.

**Qur'an** – the holy book for Muslims.

**Shariah** – guidance given by God to humans to help them follow the straight path.

**Prophet** – a religious leader who passes on God's teachings, like the prophet Muhammed.

### Questions

How does Muslim worship and practice build a sense of community?

How is Muslim belief expressed collectively?

How do Muslim practices impact (positively and negatively) on the natural world?

### Core Learning

The **mosque** is the centre of the community, providing education, welfare (**zakat**) and engaging with the wider community.

The festival of **Eid ul-Fitr** marks the end of the month of **Ramadan** and the fast. It celebrates giving thanks to God for giving those who have fasted, the strength and self-control to get through the month.

**Eid ul-Adha** is the festival of the sacrifice, and remembers the story of the **Prophet Ibrahim** being willing to sacrifice his son **Isma'il** when God asks him to.

### Eid ul-Fitr



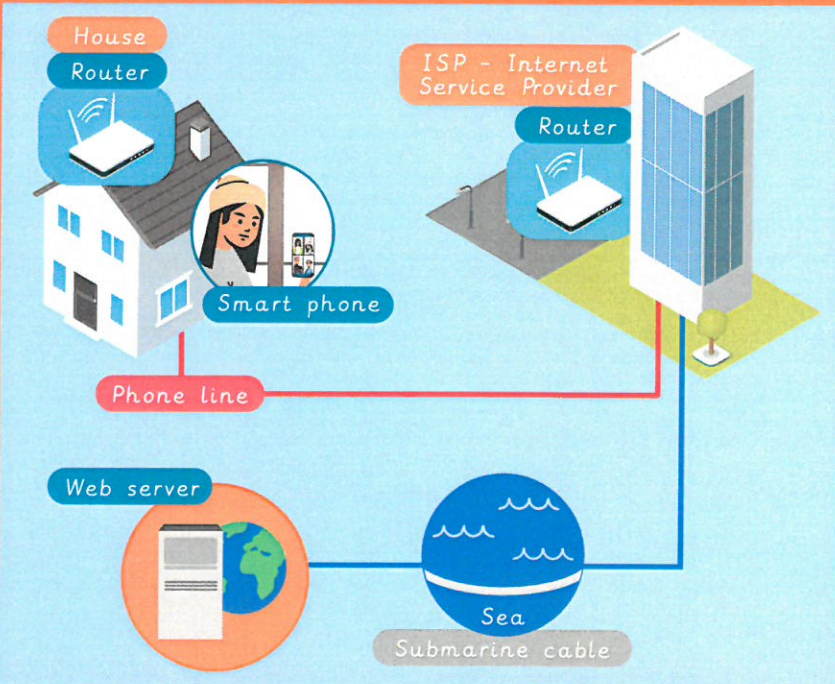


## Networks and the internet

Device	Equipment created for a certain purpose or job.
DSL	Digital Subscriber Line. An internet connection for rural areas, where wired services are not available. It uses communication satellites to send and receive data and is a slower internet connection than wired connections.
File	An item on a computer that can keep data in various forms such as images, music and documents.
Internet	A worldwide network, enabling tens of millions of computers around the globe to share vast amounts of information, and communicate with other online users across the globe.
Network	When more than one electronic device is connected in a network through the internet or a local connection in order to share files and information.
Network map	A diagram that shows what type of and how many devices are on a network. It also shows how they are connected to each other.
Network switch	A device that deals with the movement of network information.
Router	The main device responsible for providing internet access to a network, and can be connected to through a wired connection or WiFi.
Server	A computer or computer program that provides data and information to other computing devices.
Submarine cables	Cables that run under the sea to allow information to be accessed and (shared around the world or across continents.)
The Cloud	Refers to data and files that are stored and accessed on servers via the internet.
WiFi	When you have, or can connect to a network that is wireless.
Wired	An electronic device is considered 'wired' when it is connected to the network through cables.
Wireless	An electronic device is considered 'wireless' when it is connected to the network through signals.
Wireless access point	A device that enables other electronic items to connect wirelessly to the internet.

## Key facts

### Network map:



### The internet can be used for:

- Communicating (email, video call, voice call etc.)
- File sharing
- Websites
- Uploading and downloading files
- Streaming media (videos, music etc.)
- Playing online games





Ropsley C of E Primary  
School

Knowledge Organiser -  
French Core Unit 3

## Let's count up to 31

### *Comptons jusqu'à 31*

0 - zéro	16 - seize
1 - un	17 - dix-sept
2 - deux	18 - dix-huit
3 - trois	19 - dix-neuf
4 - quatre	20 - vingt
5 - cinq	21 - vingt et un
6 - six	22 - vingt-deux
7 - sept	23 - vingt-trois
8 - huit	24 - vingt-quatre
9 - neuf	25 - vingt-cinq
10 - dix	26 - vingt-six
11 - onze	27 - vingt-sept
12 - douze	28 - vingt-huit
13 - treize	29 - vingt-neuf
14 - quatorze	30 - trente
15 - quinze	31 - trente et un

## Clothing

<i>une robe</i>	a dress
<i>un pantalon</i>	trousers
<i>un pull</i>	a jumper
<i>un tee-shirt</i>	a T-shirt
<i>une chemise</i>	a shirt
<i>une jupe</i>	a skirt

## Objects in a story

<i>un cadeau</i>	a present
<i>un crocodile</i>	a crocodile
<i>un tee-shirt</i>	a T-shirt
<i>un robot</i>	a robot
<i>un hippopotame</i>	a hippopotamus
<i>un livre</i>	a book
<i>du chocolat</i>	some chocolate
<i>laid</i>	ugly
<i>ronfler</i>	to snore

## Months of the year

<i>janvier</i>	January
<i>février</i>	February
<i>mars</i>	March
<i>avril</i>	April
<i>mai</i>	May
<i>juin</i>	June
<i>juillet</i>	July
<i>août</i>	August
<i>septembre</i>	September
<i>octobre</i>	October
<i>novembre</i>	November
<i>décembre</i>	December

## Body Parts

<i>la tête</i>	the head
<i>les épaules (f)</i>	the shoulders
<i>les genoux (m)</i>	the knees
<i>les pieds (m)</i>	the feet
<i>le nez</i>	the nose
<i>les yeux (m)</i>	the eyes
<i>les oreilles (f)</i>	the ears
<i>la bouche</i>	the mouth
<i>le bras</i>	the arm
<i>la jambe</i>	the leg
<i>la tête</i>	the head
<i>le pied</i>	the foot
<i>le ventre</i>	the stomach
<i>le dos</i>	the back
<i>le genou</i>	the knee
<i>l'épaule (f)</i>	the shoulder
<i>la main</i>	the hand
<i>le doigt</i>	the finger

## Question and Answer:

<i>Qu'est-ce que c'est?</i>	What is it?
<i>C'est... / Ce sont...</i>	It's... / They're...
<i>Comment est mon monstre?</i>	What's my monster like?
<i>Il a...</i>	He has...
<i>Il y a combien de chocolats?</i>	How many chocolates are there?
<i>Il y a ... chocolats.</i>	There are ... chocolates.
<i>Qu'est-ce que c'est?</i>	What is it?
<i>C'est...</i>	It's...
<i>C'est quand, ton anniversaire?</i>	When is your birthday?
<i>Mon anniversaire est en...</i>	My birthday is in...





## Jigsaw knowledge and skills progression: Dreams & Goals - Ages 7-8

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the Dreams and Goals Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 7-8</b>	<ul style="list-style-type: none"> <li>• Know about specific people who have overcome difficult challenges to achieve success</li> <li>• Know what dreams and ambitions are important to them</li> <li>• Know how they can best overcome learning challenges</li> <li>• Know that they are responsible for their own learning</li> <li>• Know what their own strengths are as a learner</li> <li>• Know what an obstacle is and how they can hinder achievement</li> <li>• Know how to take steps to overcome obstacles</li> <li>• Know how to evaluate their own learning progress and identify how it can be better next time</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise other people's achievements in overcoming difficulties</li> <li>• Imagine how it will feel when they achieve their dream / ambition</li> <li>• Can break down a goal into small steps</li> <li>• Recognise how other people can help them to achieve their goals</li> <li>• Can manage feelings of frustration linked to facing obstacles</li> <li>• Can share their success with others</li> <li>• Can store feelings of success (in their internal treasure chest) to be used at another time</li> </ul>	<ul style="list-style-type: none"> <li>• Can you tell me about someone who overcame an obstacle to achieve their goal.</li> <li>• What ambition is important to you?</li> <li>• What can you do if something is difficult?</li> <li>• How does it feel to be stuck?</li> <li>• How can I help you to achieve your goal?</li> <li>• What might it feel like when you achieve your goal?</li> <li>• Describe how it felt when you achieved your goal?</li> <li>• How can you use this feeling the next time you are stuck?</li> <li>• How does Jigsaw Jino help your Jigsaw work?</li> <li>• Do you enjoy Calm Me time?</li> </ul>
	<p>In this Puzzle the class look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions and discuss how it will feel when they achieve them. They talk about facing learning challenges and identify their own strategies for overcoming these. The children talk about obstacles which might stop them from achieving their goals and how to overcome these. They reflect on their progress and successes and identify what they could do better next time.</p>		
	<p><b>Key Vocabulary</b></p> <p>Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Team work, Enterprise, Design, Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Celebrate, Evaluate.</p>		





## Jigsaw knowledge and skills progression: Dreams & Goals - Ages 8-9

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within the Dreams and Goals Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 8-9</b>	<ul style="list-style-type: none"> <li>• Know what their own hopes and dreams are</li> <li>• Know that hopes and dreams don't always come true</li> <li>• Know that reflecting on positive and happy experiences can help them to counteract disappointment</li> <li>• Know how to make a new plan and set new goals even if they have been disappointed</li> <li>• Know how to work out the steps they need to take to achieve a goal</li> <li>• Know how to work as part of a successful group</li> <li>• Know how to share in the success of a group</li> </ul>	<ul style="list-style-type: none"> <li>• Can talk about their hopes and dreams and the feelings associated with these</li> <li>• Can identify the feeling of disappointment</li> <li>• Can identify a time when they have felt disappointed</li> <li>• Be able to cope with disappointment</li> <li>• Help others to cope with disappointment</li> <li>• Can identify what resilience is</li> <li>• Have a positive attitude</li> <li>• Enjoy being part of a group challenge</li> <li>• Can share their success with others</li> <li>• Can store feelings of success (in their internal treasure chest) to be used at another time</li> </ul>	<ul style="list-style-type: none"> <li>• What are your hopes and dreams?</li> <li>• Can you tell me about a time that one of your dreams didn't come true?</li> <li>• What can we do when we feel disappointed?</li> <li>• What is resilience?</li> <li>• Describe how it felt when you achieved your goal?</li> <li>• Can I tell you what my dreams and goals were when I was your age?</li> <li>• How can you use this feeling the next time you are stuck?</li> <li>• Does Calm Me time help you when you are feeling stuck?</li> <li>• How does Jigsaw Jaz help you learn?</li> </ul>
	<p>In this Puzzle the children talk about their hopes and dreams. They discuss how it feels when dreams don't come true and how to cope with / overcome feelings of disappointment. The children talk about making new plans and setting new goals even if they have been disappointed. The class talk about group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.</p>		
	<p><b>Key Vocabulary</b></p> <p>Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate.</p>		



# Knowledge Organiser: Gymnastics Y3

## 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 [for example, through athletics and gymnastics]

## Key Skills: Physical

- Individual point and patch balances
- Straight roll
- Barrel roll
- Forward roll
- Straight jump
- Tuck jump
- Star jump
- Rhythmic gymnastics

## Key Skills: S.E.T

- Social: Collaboration
- Social: Communication
- Social: Respect
- Emotional: Confidence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions
- Thinking: Evaluating and improving



## Ways to improve a sequence

- **Starting and finishing position:** Include a starting and finishing position.
- **Level:** Use a variety of levels. Can you explore that balance, shape, jump on a different level?
- **Action:** Include a variety of actions such as a jump, balance, travel, shape.
- **Balance:** Hold your balances with good extension and clear shapes for 3 – 5 seconds.
- **Body tension:** Squeeze your muscles to create and hold strong clear shapes.
- **Direction:** Vary the direction used within a sequence e.g. forwards, backwards, sideways.
- **Speed:** Vary the speed used within a sequence e.g. fast and slow.

## Key Vocabulary:

- matching
- contrasting
- sequence
- direction
- interesting
- flow
- explore
- control
- shape
- create

## Teacher Glossary

- Shapes:** E.g. tuck, pike, straddle, dish, arch, star, front support, back support.
- Action:** The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.
- Point balance:** A balance on a small body part e.g. hands, elbows, feet.
- Patch balance:** A balance on a large body part e.g. back, stomach, bottom.
- Sequence:** A number of actions linked together.
- Body tension:** Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.



# Knowledge Organiser: Gymnastics Y4

## 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 [for example, through athletics and gymnastics].

## Key Skills: Physical

- Individual and partner balances
- Jumps using rotation
- Straight roll
- Barrel roll
- Forward roll
- Straddle roll
- Bridge
- Shoulder stand

## Key Skills: S.E.T

- Social: Responsibility
- Social: Collaboration
- Social: Communication
- Social: Respect
- Emotional: Confidence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions
- Thinking: Evaluating and improving sequences



## Ways to improve a sequence

- **Level:** Use a variety of levels. Can you explore that balance, shape, jump on a different level?
- **Action:** Include a variety of actions such as a jump, balance, travel, shape.
- **Balance:** Hold your balances with good extension and clear shapes for 3 – 5 seconds.
- **Body tension:** Squeeze your muscles to create and hold strong clear shapes.
- **Direction:** Vary the direction used within a sequence e.g. forwards, backwards, sideways.
- **Speed:** Vary the speed used within a sequence e.g. fast and slow.
- **Pathway:** Change the path that is used e.g. straight, L shaped, diagonal etc.

## Key Vocabulary:

• technique	• quality	• sequence
• perform	• rotation	• extension
• apparatus	• inverted	• shape

## Teacher Glossary

**Shapes:** E.g. tuck, pike, straddle, dish, arch, star, front support, back support.

**Action:** The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.

**Pathway:** Designs traced in space (on the floor or in the air).

**Inverted movement:** An action where the hips go above the head such as a shoulder stand, bridge and cartwheel.

**Sequence:** A number of actions linked together.

**Body tension:** Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.





## 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.

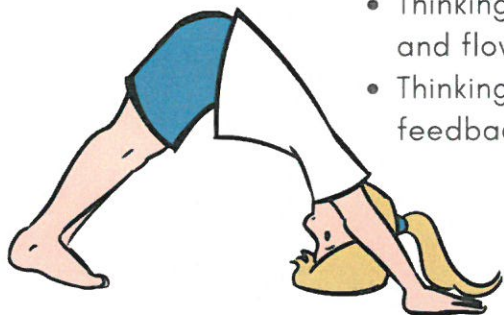
- Pupils should be taught to develop flexibility, strength, technique, control and balance.

### 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:

- |               |               |             |
|---------------|---------------|-------------|
| • strength    | • perform     | • link      |
| • flexibility | • mindfulness | • try       |
| • stable      | • grounded    | • relax     |
| • control     | • down dog    | • technique |

## Teacher Glossary

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

**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.