

English

We are reading *The Winter's Child* by Angela McAllister.

Writing Focus:

- Description of the setting
- A diary in role
- Writing the story in our own words.
- Animal Fact Sheets

Grammar Focus:

- Using noun phrases and conjunctions.
- Editing to make our work better
- Writing questions



Values & PHSE We will focus on the values of Patience and Peace. Jigsaw – Celebrating Difference. We will focus on how our school and community it made up of different people and we will celebrate this. .

Year 2/3 Term 2 2023



Near and FAR

Maths

This term, will focus on addition and subtraction using manipulatives to really focus on the importance of place value and the exchanges of ones to tens.

We will also look at 3D shapes and position and direction.

Finally, we will be using our maths skills to solve problems.

Year 3 – We will be finding the difference between two numbers, rounding and adjusting and bridging boundaries.

See Knowledge Organiser for Maths



Reading

We expect children to read at least 4 times a week. This term, we will continue to use our reading buddies and rainbow reading to encourage reading at home.

Science What are food chains? What are herbivores, omnivores & carnivores? Scientific enquiry – performing simple tests & investigations, using observations and ideas to suggest answers to questions. Year 3 – We will be focusing on rocks.

See Knowledge Organiser for Science

Geography – Where in the world?

We are going to start by looking at our local area. We will look at compass points, human and physical features, aerial view of the school and comparing traffic within our local area. We will think about where we are in the world. **See Knowledge Organiser for Geography**

D&T -Pouches – sewing project

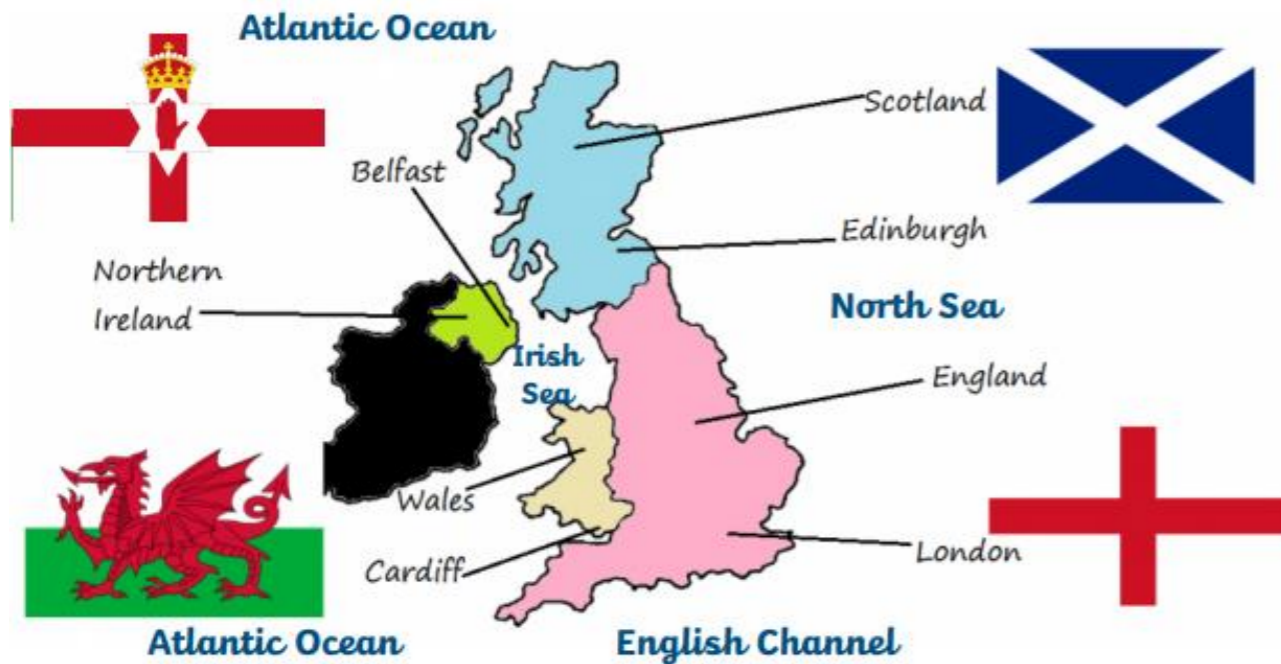
We will be designing and making our own Christmas Present pouches. We will research what pouches look like & how they are used before designing our own. Then we will learn various stitches before creating our own!

Computing

Multimedia – We will be presenting and recording information using appropriate range of media.

Knowledge Organiser - Near and Far

The United Kingdom

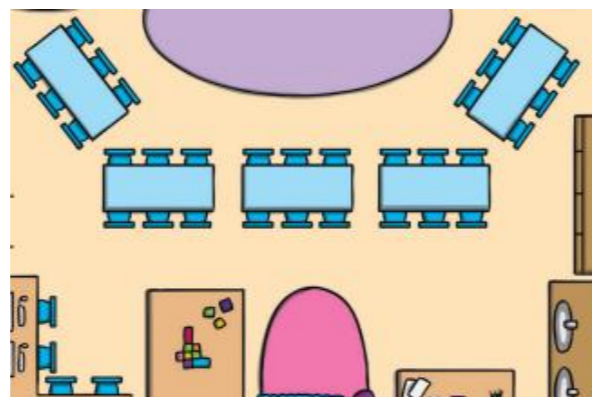


Aerial View

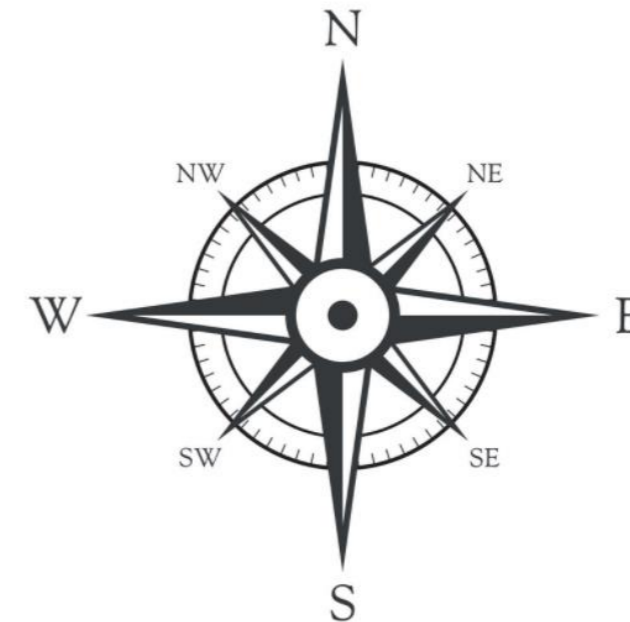
A photograph taken from above looking down.



A drawing of what a place looks like from above.



Direction and Map Skills



The four main points of the compass are North, East, South and West. A map gives us information about places. They tell us where places are and help us to identify where things are located. From maps, we are able to identify roads, schools and other places of interest. A map uses symbols to show where the places are. These symbols are explained in a key.

Local Area

It is very important that you are able to give your opinion and say what you think about something. What do you like and what do you not like about the place you live?



Key Vocabulary

Physical and Human Features

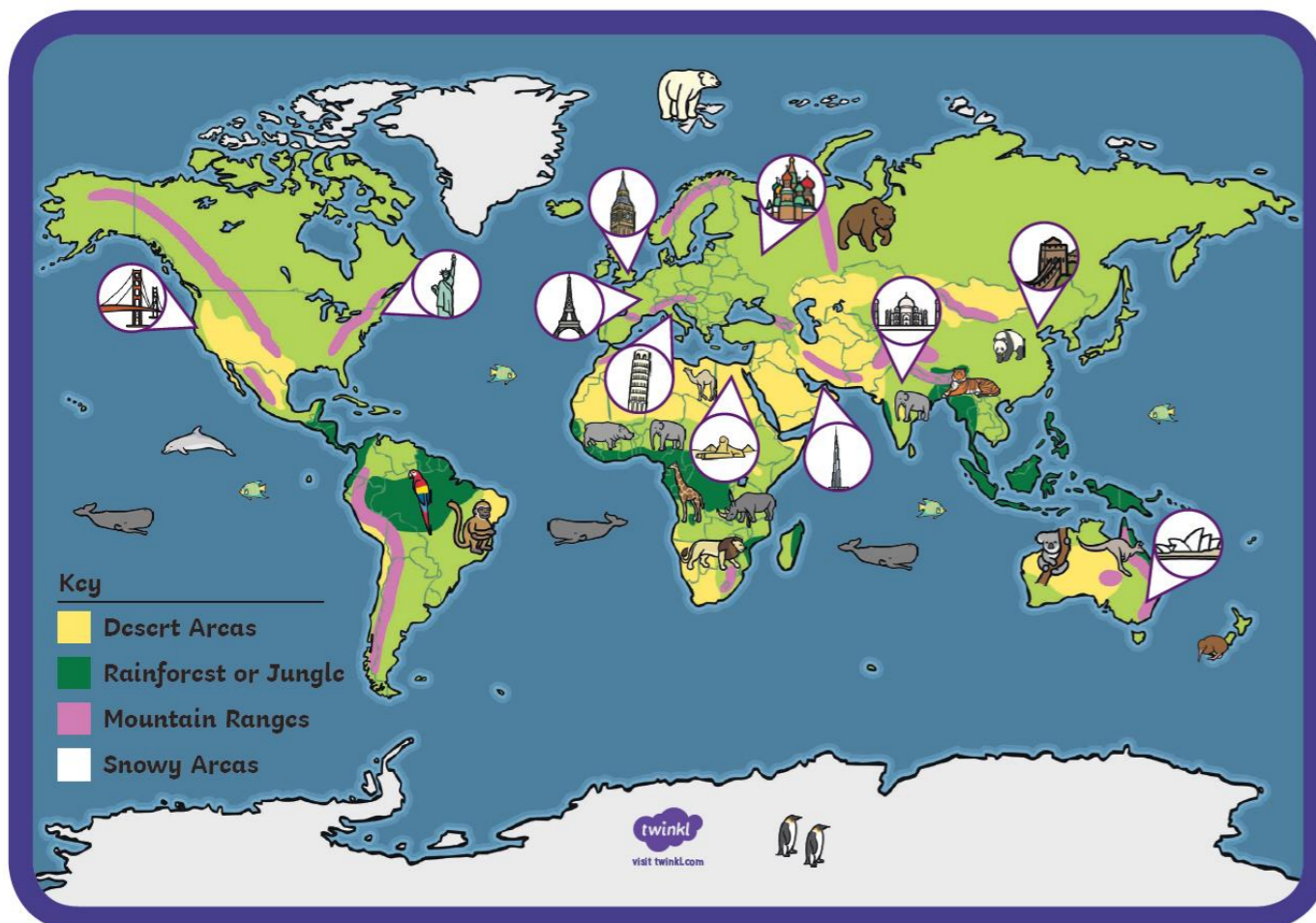
Human features are man - made, such as towns, buildings and bridges.

Physical features are naturally occurring. Such as mountains and rivers.



Landmarks

Landmarks are features or structures around the world that are easily recognised or unique.



Key Word	Definition
local area	The area around where you live.
map	A drawing of an area shown from above.
distance	How far away something is.
aerial view	What somewhere would look like from above, looking down.
fieldwork	Working outside to collect information.
UK	The United Kingdom of Great Britain and Northern Ireland.
landmark	A feature of the landscape or area that is easily recognised.
route	How you get to somewhere.

Living Things and their Habitats

Key Vocabulary

life processes	These are the things that all living things do. They move, breathe, sense, grow, make babies, get rid of waste and get their energy from food.
living	Things that are living have all the life processes .
dead	Things that are dead were once living . They did have all the life processes but don't now.
never living	Things made out of metal, plastic or rock were never living . They never had the life processes .
food chain	A food chain shows how each animal gets its food. Food chains are one of the ways that living things depend on each other to stay alive.
food sources	This is the place a living thing's food comes from.

Key Knowledge



living

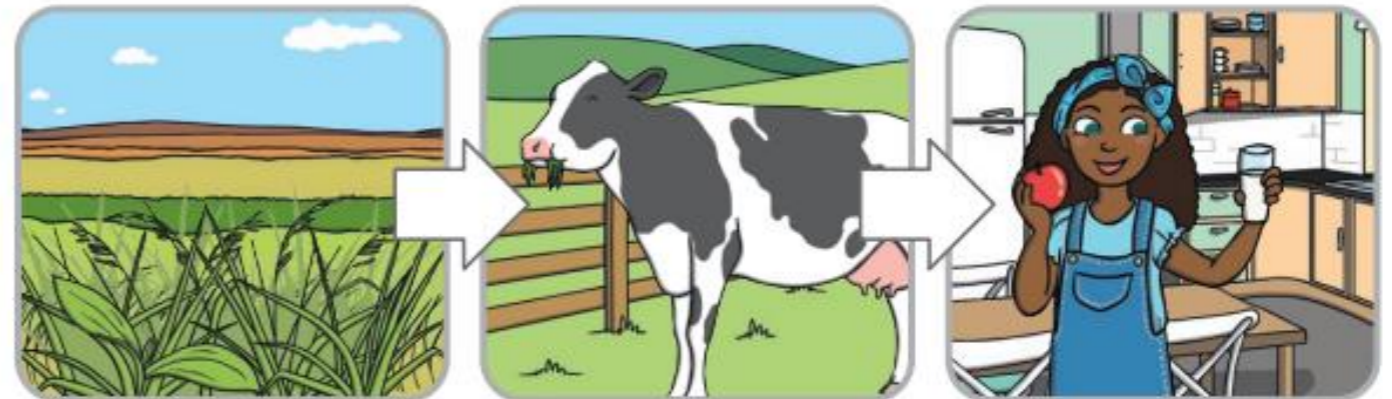
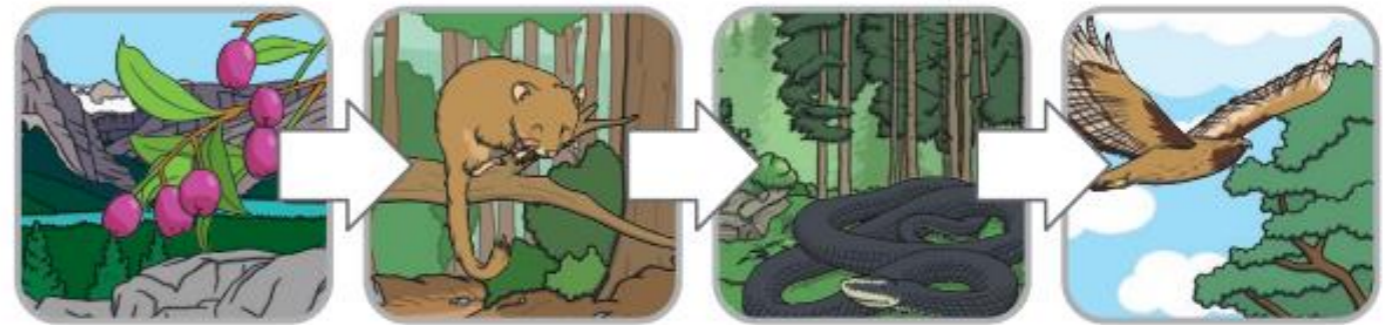


dead



never living

Food chains. The arrows mean 'is eaten by'.



Key Vocabulary	
habitat	A habitat is the natural place something lives. A habitat provides living things with everything they need to survive such as food, shelter and water.
microhabitat	A microhabitat is a very small habitat in places like under a rock, under leaves or on a branch. Minibeasts live in microhabitats . The microhabitats have everything they need to survive .
depend	Many living things in a habitat depend on each other. This means they need each other for different things.
survive	This means to stay alive.

Key Knowledge

Examples of **habitats**:



woodland



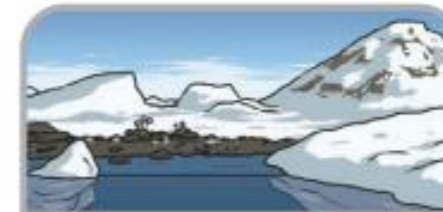
urban



coastal



rainforest



arctic



desert



ocean



river



mountain

Examples of **microhabitats**:



short grass



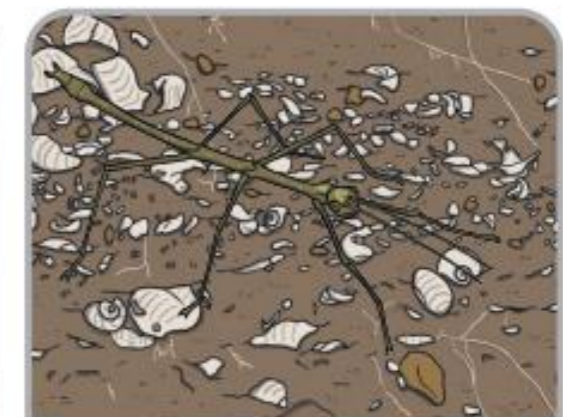
flowers



inside rotting wood



under leaves



in and on soil

Key Vocabulary	
igneous rock	Rock that has been formed from magma or lava .
sedimentary rock	Rock that has been formed by layers of sediment being pressed down hard and sticking together. You can see the layers of sediment in the rock.
metamorphic rock	Rock that started out as igneous or sedimentary rock but changed due to being exposed to extreme heat or pressure.
magma	Molten rock that remains underground.
lava	Molten rock that comes out of the ground is called lava .
sediment	Natural solid material that is moved and dropped off in a new place by water or wind, e.g. sand.
permeable	Allows liquids to pass through it.
impermeable	Does not allow liquids to pass through it.

Key Knowledge

There are three types of naturally occurring rock.

The diagram illustrates the formation of three types of rocks. On the left, under 'Igneous', it shows magma underground and lava flowing from a volcano. In the middle, under 'Sedimentary', it shows layers of sediment being deposited and then compacted into rock. On the right, under 'Metamorphic', it shows existing rocks being transformed by heat and pressure into new rock types.

Natural Rocks			Human-Made Rocks
Igneous	Sedimentary	Metamorphic	
Obsidian	Chalk	Marble	Brick
Granite	Sandstone	Quartzite	Concrete
Basalt	Limestone	Slate	Coade Stone


Some words you might use to discuss the properties of a rock:
 hard, soft, **permeable**, **impermeable**, durable (meaning resistant to weathering), high density, low density. Density measures how 'bulky' the rock is (how tightly packed the molecules are).

To look at all the planning resources linked to the Rocks unit, [click here](#).

Key Vocabulary

fossilisation	The process by which fossils are made.
palaeontology	The study of fossils.
erosion	When water, wind or ice wears away land.

Caves are formed when water **permeates** through the bedrock and **erodes** some of the rock away. Over thousands of years these caves can become very large.

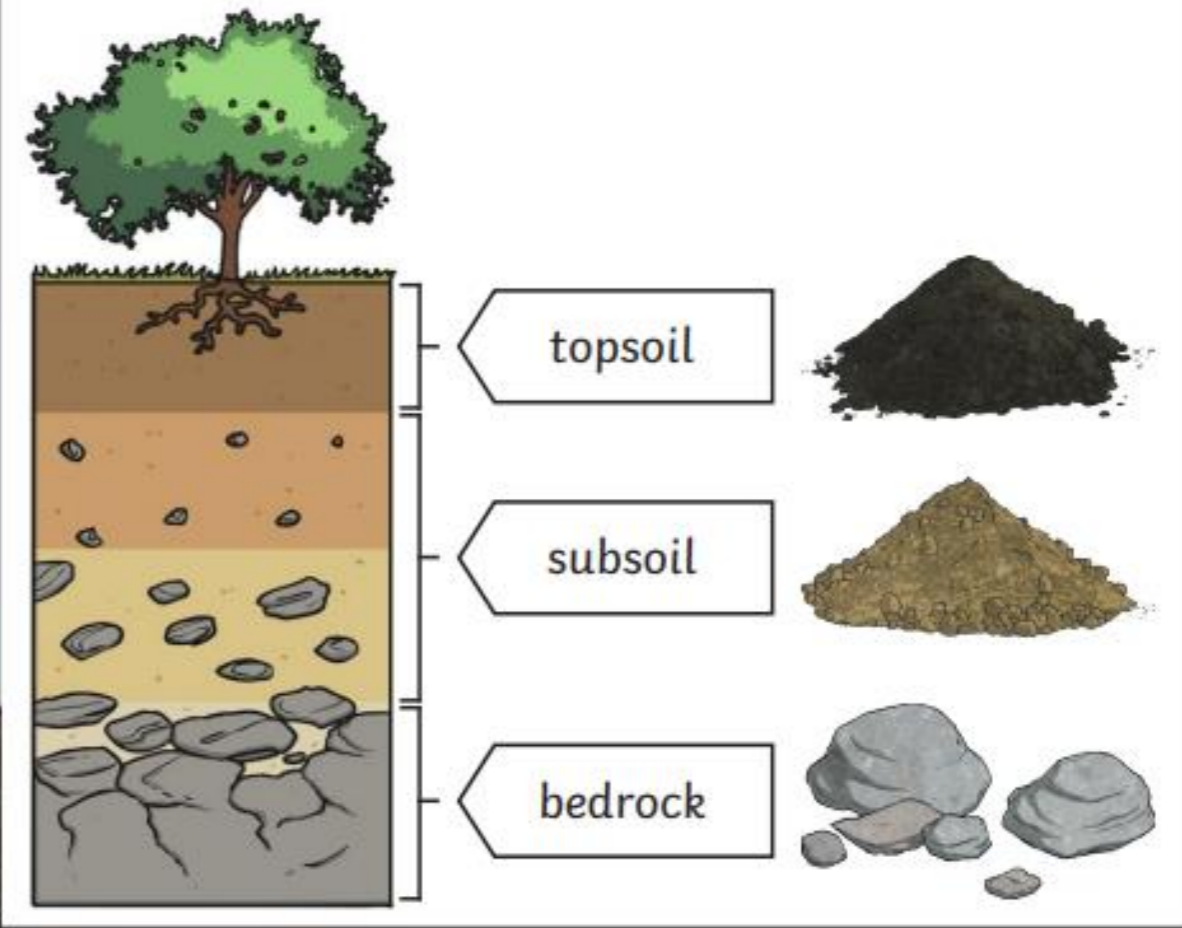


Key Knowledge

Soil is the uppermost layer of the Earth. It is a mixture of different things:

- minerals (the minerals in soil come from finely broken-down rock);
- air;
- water;
- organic matter (including living and dead plants and animals).

Soil



Fossilisation

An animal dies. It gets covered with **sediments** which eventually become rock.

More layers of rock cover it. Only hard parts of the creature remain, e.g. bones, shells and teeth.

Over thousands of years, **sediment** might enter the mould to make a **cast fossil**. Bones may change to mineral but will stay the same shape.

Changes in sea level take place over a long period.

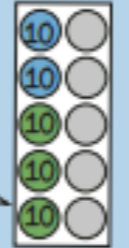
As **erosion** and weathering take place, eventually the fossil becomes exposed.



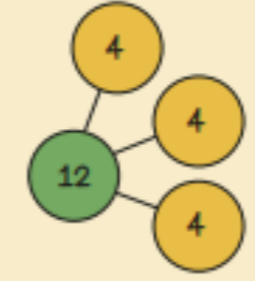
10	10-0									
9	10-1	9-0								
8	10-2	9-1	8-0							
7	10-3	9-2	8-1	7-0						
6	10-4	9-3	8-2	7-1	6-0					
5	10-5	9-4	8-3	7-2	6-1	5-0				
4	10-6	9-5	8-4	7-3	6-2	5-1	4-0			
3	10-7	9-6	8-5	7-4	6-3	5-2	4-1	3-0		
2	10-8	9-7	8-6	7-5	6-4	5-3	4-2	3-1	2-0	
1	10-9	9-8	8-7	7-6	6-5	5-4	4-3	3-2	2-1	1-0
0	10-10	9-9	8-8	7-7	6-6	5-5	4-4	3-3	2-2	1-1

Subtraction Facts

If I know $5 - 2 = 3$
then I also know
 $50 - 20 = 30$



Three groups of four
 $4 + 4 + 4 = 12$



4 multiplied by 3
 $4 \times 3 = 12$

3 groups of 4
 $3 \times 4 = 12$

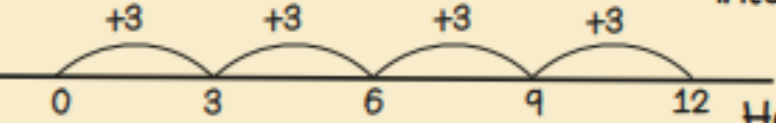
multiply
equal
share
group
divide



$12 \div 3 = 4$
12 divided equally
into 3 groups

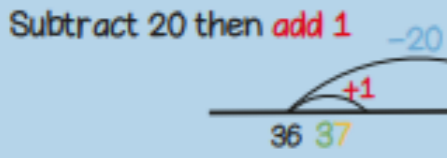


$12 \div 3 = 4$
12 divided equally
into groups of 3

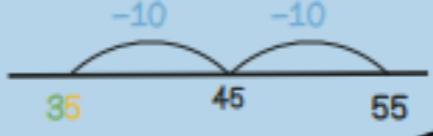


How many 3s
in twelve?

$56 - 19$
Round then adjust

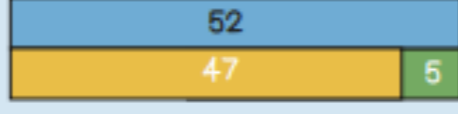


$55 - 20$
Subtract multiples of ten



$52 - 47$
Find the difference between
two numbers

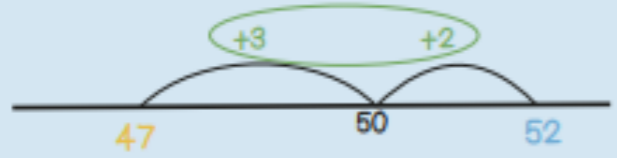
$52 - 47 = \bigcirc$
 $47 + \bigcirc = 52$



Stop and look.
What do you notice?

subtract
difference
commutative

$52 - 47$ is not equal to $47 - 52$
Subtraction is not commutative



Year 2 Term 2

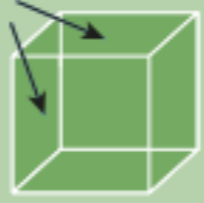


A cylinder is a 3-D shape
with circles at both ends



A cone is a 3-D shape with a
circular base and a curved
surface that meets at a
point

All faces are
squares



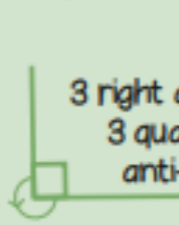
Some faces are
triangles

This face is a
pentagon

Clockwise



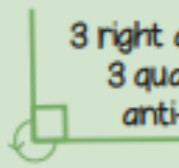
Anti-clockwise



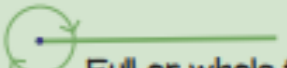
1 right angle turn
or 1 quarter turn
clockwise



3 right angle turns or
3 quarter turns
anti-clockwise



2 right angle turns
or 1 half turn
anti-clockwise



Full or whole turn
clockwise



You Can Do all the multiplication facts of 3

0	x	3	=	0	=	3	x	0
1	x	3	=	3	=	3	x	1
2	x	3	=	6	=	3	x	2
3	x	3	=	9	=	3	x	3
4	x	3	=	12	=	3	x	4
5	x	3	=	15	=	3	x	5
6	x	3	=	18	=	3	x	6
7	x	3	=	21	=	3	x	7
8	x	3	=	24	=	3	x	8
9	x	3	=	27	=	3	x	9
10	x	3	=	30	=	3	x	10
11	x	3	=	33	=	3	x	11
12	x	3	=	36	=	3	x	12

If I know... then I also know...

The digit sum of multiples of 3 is 3, 6 or 9

An odd number multiplied by 3 gives an odd product.

You Can Do all the multiplication facts of 4

0	x	4	=	0	=	4	x	0
1	x	4	=	4	=	4	x	1
2	x	4	=	8	=	4	x	2
3	x	4	=	12	=	4	x	3
4	x	4	=	16	=	4	x	4
5	x	4	=	20	=	4	x	5
6	x	4	=	24	=	4	x	6
7	x	4	=	28	=	4	x	7
8	x	4	=	32	=	4	x	8
9	x	4	=	36	=	4	x	9
10	x	4	=	40	=	4	x	10
11	x	4	=	44	=	4	x	11
12	x	4	=	48	=	4	x	12

multiple factor product

All multiples of 4 are even numbers.

There is a repeating pattern in the ones column: 0, 4, 8, 2, 6

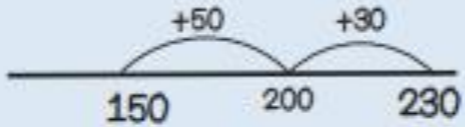
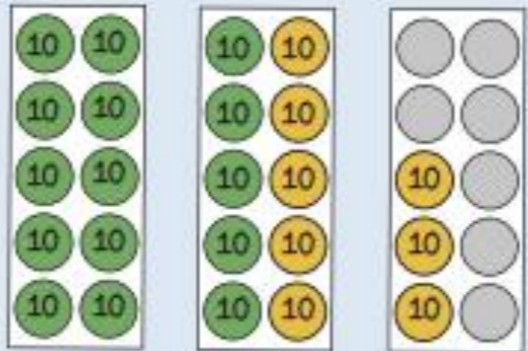
You Can Do all the multiplication facts of 8

0	x	8	=	0	=	8	x	0
1	x	8	=	8	=	8	x	1
2	x	8	=	16	=	8	x	2
3	x	8	=	24	=	8	x	3
4	x	8	=	32	=	8	x	4
5	x	8	=	40	=	8	x	5
6	x	8	=	48	=	8	x	6
7	x	8	=	56	=	8	x	7
8	x	8	=	64	=	8	x	8
9	x	8	=	72	=	8	x	9
10	x	8	=	80	=	8	x	10
11	x	8	=	88	=	8	x	11
12	x	8	=	96	=	8	x	12

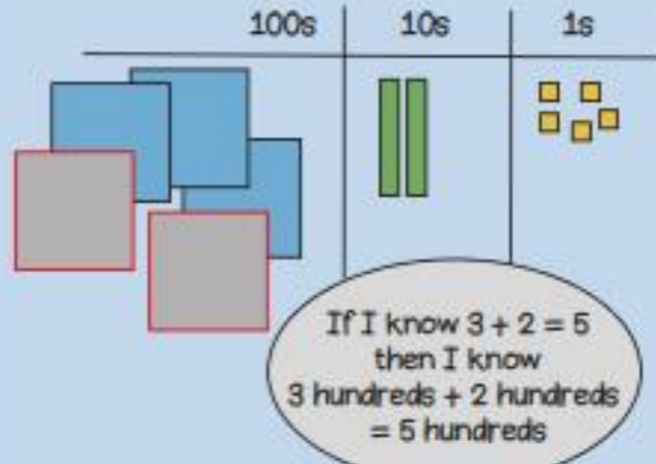
All multiples of 8 are even numbers.

All multiples of 8 are also multiples of 2 and 4

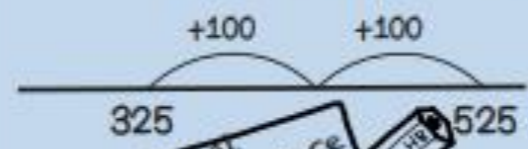
150 + 80
Bridging boundaries



325 + 200
Add multiples of ten and a hundred



If I know 3 + 2 = 5 then I know 3 hundreds + 2 hundreds = 5 hundreds

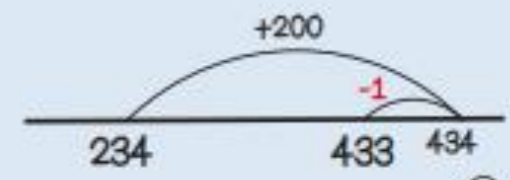


total difference ones tens hundreds

234 + 199
Round then adjust



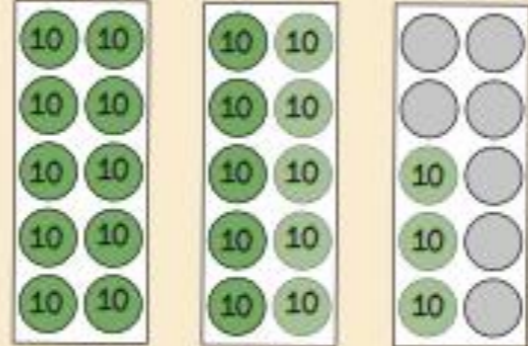
Add 200 then subtract 1



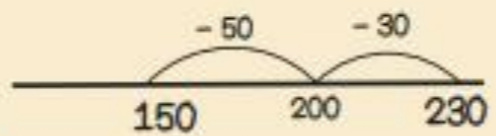
Stop and Look! What do you notice? What's the most efficient way?

Year 3 Term 2

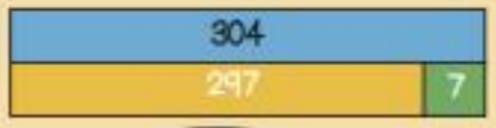
230 - 80
Bridging boundaries by counting back in efficient steps



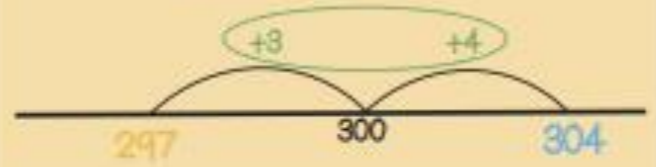
230 - 30 - 50 = 150



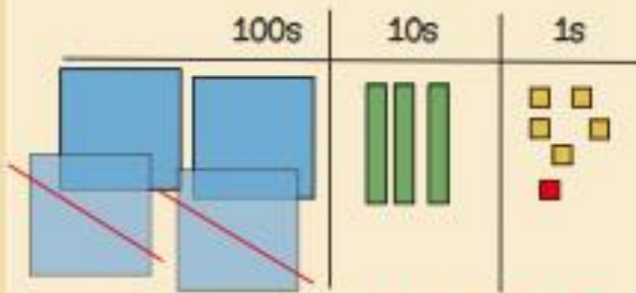
304 - 297
Find the difference between two numbers



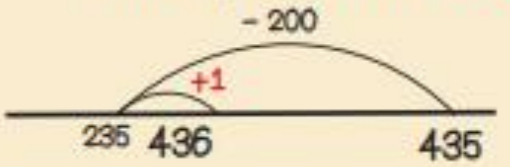
304 is 7 more than 297. 297 is 7 less than 304 so the difference between them is 7



435 - 199
Round then adjust



Take away 200 then add 1



Y2 PSHE Jigsaw Knowledge Organiser Celebrating Difference

Puzzle Outcomes

- I start to understand that sometimes people make assumptions about boys and girls (stereotypes).
- I understand some ways in which boys and girls are similar and feel good about this.
- I understand some ways in which boys and girls are different and accept that this is OK.
- I understand that bullying is sometimes about difference.
- I can tell you how someone who is bullied feels and be kind to children who are bullied.
- I can recognise what is right and wrong and know how to look after myself
- I know when and how to stand up for myself and others if I am being bullied.
- I understand that it is OK to be different from other people and to be friends with them
- I understand that we shouldn't judge people if they are different from us.
- I know how it feels to be a friend and have a friend
- I can tell you some ways I am different from my friends and know these differences make us all special and unique

Weekly Celebrations

- Week 1: Accept that everyone is different
- Week 2: Include others when working and playing.
- Week 3: Know how to help when someone is being bullied.
- Week 4: Try to solve problems.
- Week 5: Use kind words.
- Week 6: Know how to give and receive compliments.

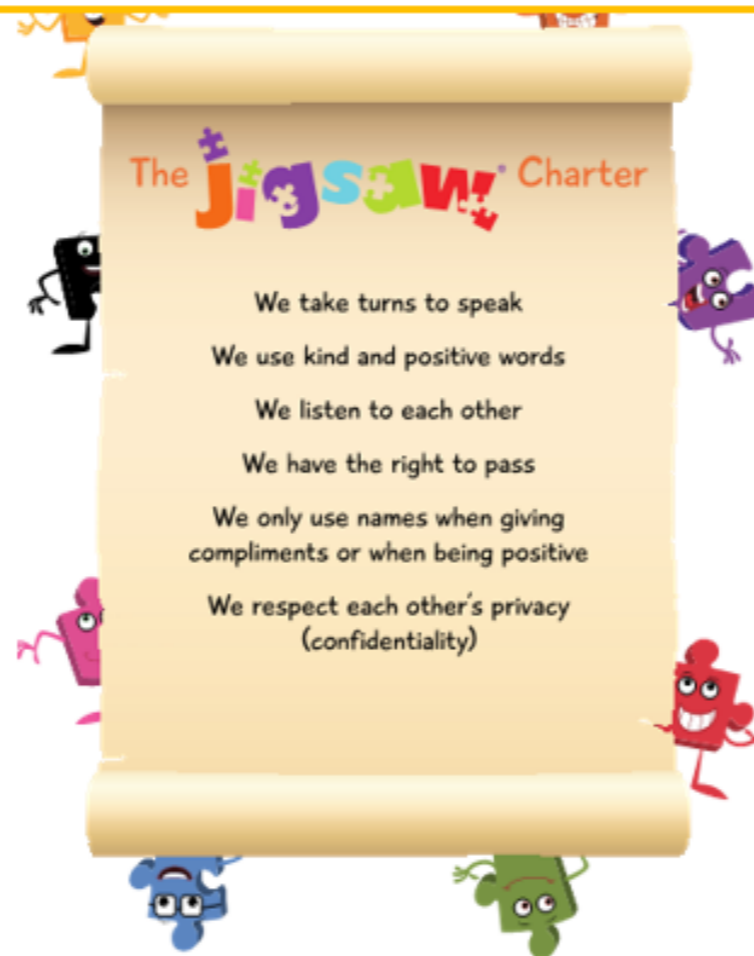
Celebrating Difference at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, we understand that everybody is unique, and we should respect and celebrate everyone's differences.

Anti-bullying week: One Kind Word



Our Values of the term: Patience and Peace



Key Vocabulary

Similarities	Being similar.
Stereotypes	A fixed idea that many people have about a thing or a group that may often be untrue or only partly true.
Assumptions	Something that is supposed or believed without questioning.
Bullying	unwanted, aggressive behaviour that involves a real or perceived power imbalance.
Bully	Someone who hurts someone else. This could be by name calling, hitting, pushing, spreading rumours, threatening or undermining someone.
Diversity	Differences. People may be different in many ways, including race or ethnicity, age, disabilities, language, culture, appearance, or religion.
Unique	Being the only one of its kind.

Y3 PSHE Jigsaw Knowledge Organiser Celebrating Difference

Puzzle Outcomes

- I understand that everybody's family is different and important to them and appreciate my own family/ people who care for me.
- I understand that differences and conflicts sometimes happen among family members.
- I know how to calm myself down and can use the 'Solve it together' technique.
- I know what it means to be a witness to bullying.
- I know some ways of helping to make someone who is bullied feel better.
- I know that witnesses can make the situation better or worse by what they do.
- I can problem-solve a bullying situation with others.
- I recognise that some words are used in hurtful ways and will try not to use hurtful words.
- I can tell you about a time when my words affected someone's feelings and what the consequences were.
- I can give and receive compliments and know how this feels.

Celebrating Difference at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, we understand that everybody is unique, and we should respect and celebrate everyone's differences.

Anti-bullying week: One Kind Word



Our Values of the term: Patience and Peace



Key Vocabulary

Family	A family is two or more people who are connected by biology, adoption, marriage, or strong emotional bonds.
Conflict	A serious disagreement or argument.
Solution	The act or process of solving a problem or question.
Bullying	unwanted, aggressive behaviour that involves a real or perceived power imbalance.
Bystander	Someone who happens to be present when something takes place but does not take part in it.
Witness	A person who sees or hears something that happened.
Gay	Sexual or romantic attraction to people of the same sex.
Consequences	something that happens as a result of behaving in a particular way.

Weekly Celebrations

Week 1: Accept that everyone is different

Week 2: Include others when working and playing.

Week 3: Know how to help when someone is being bullied.

Week 4: Try to solve problems.

Week 5: Use kind words.

Week 6: Know how to give and receive compliments.

Knowledge Organiser

Fundamentals Year 2

Ladder Knowledge



Running:

Putting weight into the front of your feet helps you to stop in a balanced position. Running on the balls of your feet, taking big steps and having elbows bent will help you to run faster.

Balancing:

Squeezing your muscles helps you to balance.

Jumping:

Swinging your arms forwards will help you to jump further.

Hopping:

If you look straight ahead it will stop you from falling over when you land.

Skipping:

Swing opposite arm to leg to help you to balance when skipping without a rope.

About this Unit

Fundamental movement skills are like the building blocks of all the fun things your body can do. They're special moves that help you play, explore, and stay active.



Movement Skills

- run
- speed
- agility
- dodge
- balance
- jump
- hop
- skip

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

Social

collaboration, respect, take turns, communication, encourage others

Emotional

determination, honesty, perseverance

Thinking

comprehension, make decisions, creativity, use tactics, recall

Strategy

Look at how older children or grown-ups move. You can learn a lot by watching how they run, jump, and play. Then try to copy their moves.

Healthy Participation



Behave and move in a safe way.

Key Vocabulary



balance

dodge

hop

hurdle

jump

land

run

skip

speed

sprint

swing

take off

weight

If you enjoy this unit why not see if there is an athletics club in your local area.



This unit will help you to:

- change direction
- balance
- move different body parts at the same time
- be faster
- be stronger

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk



Footwork Frenzy



What you need: 6 socks

How to play:

- Place the socks in a straight line with a gap just bigger than the size of your foot in between each sock.
- Begin at one end of the socks and complete the below three times to complete challenge.
 1. Run through the gaps, placing one foot in each. Go as quickly as you can.
 2. Jump two footed in each gap? Then backwards.
 3. Jump feet wide, then feet together in the gaps.
 4. Hopscotch. 1 foot, two feet, 1 foot, 2 feet etc
 5. Rotate to turn sideways on each jump in the gaps.



www.getset4education.co.uk

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



@getset4education136

Knowledge Organiser

Fundamentals Year 3 and Year 4

About this Unit

Fundamental movement skills are a specific set of skills that involve different body parts. These skills are the base for more complex skills that you will learn throughout your life. They help us take part in games, sports and everyday activities. We use them when we walk, jump, ride a bike, eat food, get dressed, brush our teeth, sing and dance.

Physical fitness includes many different parts such as agility, balance, co-ordination, speed, stamina and strength. These elements are so important in everyday activities such as these examples...

- Agility: if you need to dodge someone in a busy playground.
- Balance: when you put trousers on.
- Co-ordination: when brushing your teeth.
- Speed: when running after a bus.



Can you think of any other examples of when these elements would be useful?



Key Vocabulary



- accelerate:** speed up
- agility:** the ability to change direction quickly
- balance:** the ability to maintain stability when stationary (static balance) or when moving (dynamic balance)
- co-ordination:** moving two or more body parts at the same time
- control:** being able to perform a skill with good technique
- decelerate:** slow down
- distance:** the measurement of space
- momentum:** the direction created by weight and power
- react:** to respond to quickly
- rhythm:** a strong, regular repeated pattern of movement
- speed:** how fast you are travelling
- stability:** balanced
- technique:** the action used correctly

Ladder Knowledge



Running:
Year 3: leaning slightly forwards helps to increase speed (acceleration). Leaning your body in the opposite direction to travel helps to slow down (deceleration). Agility helps us with everyday tasks.
Year 4: keeping your elbows bent when changing direction will help you to stay balanced.

Balancing:
Year 3: balance helps us with everyday tasks.
Year 4: squeeze different muscles to help you to stay balanced in different activities.

Jumping and hopping:
Year 3: if you jump and land in quickly, momentum will help you to jump further.
Year 4: swinging your non-hopping foot helps to create momentum.

Skipping:
Year 3: turn the rope from your wrists with wide hands to create a gap to step through.
Year 4: keeping your chest up helps you to stay balanced.

Movement Skills

- balance
- run
- dodge
- hop
- jump
- skip

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

- Social** respect, collaboration, support and encourage others
- Emotional** determination, perseverance, honesty
- Thinking** select and apply, observation, provide feedback, comprehension

Strategy

Identify your areas of strength and your areas for development. Then, think of everyday activities where you could practice e.g. standing on one foot while brushing your teeth will develop balance and co-ordination.

Healthy Participation



- Move in a safe way both with and without equipment.
- Ensure that all equipment is stored safely when not in use.

If you enjoy this unit why not see if there is an athletics club in your local area.



How will this unit help your body?

agility, balance, co-ordination, speed

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Change it

What you need: someone to time, four cushions and three socks.

How to play:

- Place the cushions randomly in a space. Place a sock on three of the four cushions, leaving one cushion empty.
- Time one minute.
- Collect one sock from a cushion and place it on top of the empty cushion. Then collect another sock from another cushion and place it on the new empty cushion. How many socks can you move in one minute?
- Play again, can you improve your score?
- Make this harder by moving the cushions further apart.

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



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Get Set 4 Education

Knowledge Organiser

Yoga Year 2

About this Unit

Imagine a fun and relaxing activity that's like a magical adventure for your body and mind - that's yoga! Yoga is a special kind of exercise that makes your body strong, flexible, and happy.

In yoga, you get to do different poses, kind of like pretending to be things from nature. Yoga also teaches you how to take deep, calm breaths. Breathing is like magic because it helps you feel relaxed and focused.

And guess what? Yoga isn't just about moving your body and breathing. It's also about using your imagination and being mindful. Being mindful means paying close attention to how your body and mind feel in the present moment. It's like taking a little break from the busy world around you to be kind to yourself.

balance

look at something still



Yoga will help my body with:

strength

squeeze your muscles



flexibility

breathe out to stretch a little further



co-ordination

move slowly to move from one pose to another

Key Vocabulary



breath

choose

create

flexibility

flow

focus

perform

pose

strength



If you enjoy this unit why not see if there is a yoga club in your local area.

Ladder Knowledge



Balance:

you can squeeze your muscles to help you to balance.

Flexibility:

flexibility helps you to stretch your muscles and increase the movement in our joints.

Strength:

strength helps you with everyday tasks such as carrying your school bag.

Movement Skills

- balance
- flexibility
- strength
- co-ordination

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

Social respect, leadership, work safely, collaboration

Emotional confidence, perseverance, honesty, focus, identify feelings

Thinking create, select and apply, comprehension, decision making, reflection

Strategies

- Use breathing activities and poses to help you feel calm and relaxed.
- Use breathing activities and poses to help you notice how you feel about a situation.

Healthy Participation



- Don't wear shoes or socks to make sure that you do not slip.
- Stretch slowly and breathe deeply, never force a pose.



This unit will help you to:

- balance
- move different body parts at the same time
- be more flexible
- be stronger

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk



Nature Walk

What you need: an outside space

What to do:

- Head outside and find four things in nature that you can use to inspire your poses. For example, a tree or a bird.
- Using your four things, can you create a pose that represents each one?
- Can you link your four poses together to create a sequence of movements?



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Knowledge Organiser

Yoga Year 3 and Year 4

Ladder Knowledge



Balance:

Year 3: use the whole of the body part in contact with the floor, it will help you to balance.
Year 4: move with your breath, it will help you to balance.

Flexibility:

Year 3: if you move as you breathe out you can stretch a little bit further.
Year 4: different poses will need you to extend different body parts.

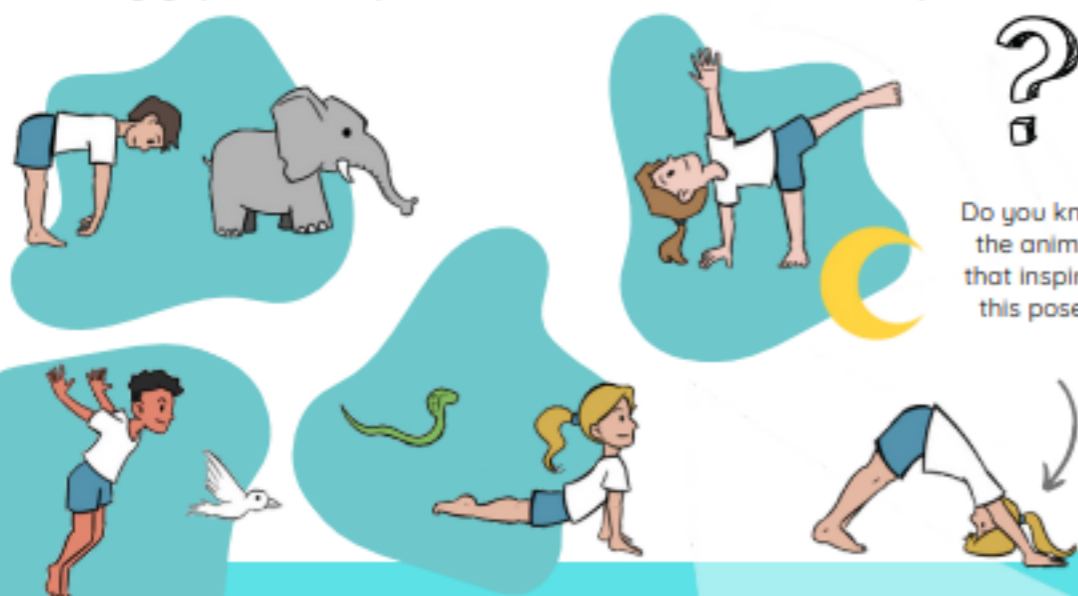
Strength:

Year 3: you will need to use different muscles for different poses.
Year 4: people have different levels of strength.

About this Unit

Yoga is the name for a type of exercise that helps our mind and body. In yoga, we put our body into different positions these are called poses. We can link these poses together to create sequences of movement called a flow. In this unit you will learn yoga poses and techniques that will help you to connect your mind (what you are thinking and feeling) with your body.

Often yoga poses take inspiration from animals and nature like these poses...



Do you know the animal that inspired this pose?

Key Vocabulary

- breath:** moving air in and out of your body
- control:** being able to perform a skill with good technique
- extend:** to make longer
- flexibility:** the ability of muscles and joints to move through a range of motion
- flow:** a yoga sequence
- gratitude:** being thankful
- lengthen:** to make longer
- link:** to join together
- mindfulness:** to bring attention to experiences occurring in the present moment
- notice:** to pay attention to
- pose:** a position, usually still
- relax:** to become calm
- stable:** to be balanced
- strength:** the amount of force your body can use
- wellbeing:** the emotional state of someone



Movement Skills

- balance
- flexibility
- strength
- co-ordination

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

- Social** working safely, supporting others, sharing ideas, collaboration, respect
- Emotional** confidence, determination, integrity, focus
- Thinking** recall, creativity, selecting actions, providing feedback, reflection

Strategies

Use your breath to help you to focus.

When you experience a stressful event (like an unexpected dinosaur in your classroom), your heart rate increases and your breathing becomes lighter.

Deep breathing helps to get more oxygen into your body and helps you calm down, lower stress, and focus. Counting your breath is a great way to focus your attention. Breathe in for four counts and out for four counts.

Mindfulness is a personal journey.

Mindfulness is a technique which involves noticing what's happening around you in the moment. It can help you to feel happier and calmer.

How you notice the world around you might be different to a friend and that's ok.

Healthy Participation



- No shoes or socks to make sure you do not slip.
- Listen to your body, be mindful not to over extend and stop if a pose is uncomfortable.
- Stretch slowly and breathe deeply, never force a pose.

If you enjoy this unit why not see if there is a yoga club in your local area.



How will this unit help your body?

balance, co-ordination, flexibility, strength

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Your Flow

What you need: a flat space
Yoga poses often take inspiration from animals and nature. Like the ones here:



- How to play:**
- Look around in nature or think of animals that could inspire your poses.
 - Create a yoga flow (sequence) by linking 5-6 of poses together.
 - You could also use the poses shown above.

Remember to move slowly and breathe deeply.

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