



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:

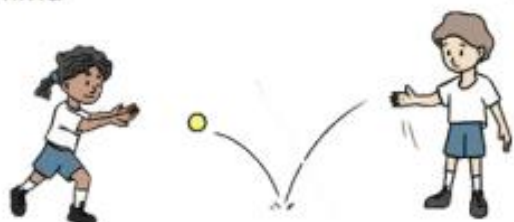
- | | | |
|------------------------|------------------|-------------------|
| • fitness | • speed | • strength |
| • balance | • pace | • steady |
| • agility | • control | • progress |
| • co-ordination | • muscle | • stamina |

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



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.



Knowledge Organiser: Handball Year 3 and Year 4



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.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Key Skills: Physical

- Ball control
- Throwing and catching
- Moving with the ball
- Dribbling
- Shooting

Key Skills: S.E.T

- Social: Working Safely
- Social: Communication
- Social: Respect
- Emotional: Honesty and Fair Play
- Emotional: Perseverance
- Thinking: Planning strategies
- Thinking: Observing and providing feedback

Key principles of invasion games

Attacking	Defending
Score goals	Stop goals
Create space	Deny space
Maintain possession	Gain possession
Move the ball towards goal	



Key Rules

- The rule of three:
- You can hold the ball for three seconds if not moving.
 - You can take three steps with the ball then option to pass, shoot or dribble followed by option to use an additional three steps.
 - You must be three steps away at a throw in.
- Other rules:
- Games start from the centre of the court.
 - The conceding team start from the centre of the court after a goal is scored.
 - Double dribble - dribbling the ball with two hands at the same time and / or dribbling the ball, catching it and then dribbling again is called double dribble.

Key Vocabulary:

- dribble
- shoot
- opponent
- opposition
- possession
- grip
- interception
- protect
- fluid
- defence
- mark
- double dribble
- attack

Teacher Glossary

Interception: when a player takes possession of the ball away from the opposition as the ball is passed

Possession: when a team has the ball they are in possession

Marking: when a player defends an opponent

Principle: these are the attacking and defending foundations that make up a game. Please see principles on the left.



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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

- 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

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.

