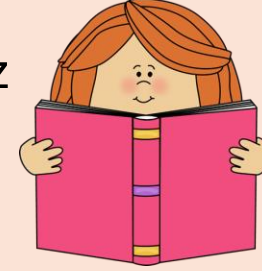


Wednesday 8th October 2025

## Morning challenge

Read and quiz



1. How long has the train been there?
2. What might the train feel like to someone walking past it at night?
3. What does the **ticket** tell you about what might have happened on this train long ago?
4. Why do you think the train was left behind and never used again?
5. What might the train have been like when it was new?



Deep in the corner of the old train yard stands a long, silent train. Its once-shiny metal is now covered in rust, and weeds twist around its wheels. The windows are cracked, and a torn curtain flaps gently in the cold wind. Inside, the seats are dusty, and an old **ticket** lies forgotten on the floor. No one has come here for years. Only the creak of the train and the whisper of the breeze break the quiet.

### CREATORS:

Literacy books **GREEN PEN**  
TTRS/Handwriting books  
Morning challenge

Wednesday 8th October 2025

Word work – homophones

# Where, Wear, Were or We're?



Wednesday 8th October 2025

Word work – homophones

# where



**Where** are dad's shoes?

The word “**where**” is a **question word** we use when we want to know **a place or location**.

It helps us ask about **where something or someone is**.



Wednesday 8th October 2025

Word work – homophones

# were



“**Were**” is a word we use to talk about something that **happened in the past** — it’s the **past tense** of “are.”

🕒 Example:

- Today: **You are happy.**
- Yesterday: **You were happy.**

Wednesday 8th October 2025

Word work – homophones

# we're



**“We’re” is a short way of saying “we are.”**

**It’s called a contraction — that means two words are joined together with an apostrophe (’).**

💡 Example:

- **We’re** going to the park.  
This means **We are** going to the park.

Wednesday 8th October 2025

Word work – homophones

# wear



I **wear** a school uniform to school.

twinkl  
visit [twinkl.com](https://www.twinkl.com)

The word “**wear**” means **to have clothes, shoes, or accessories on your body.**

For example:



“I wear a T-shirt when it’s hot.”



“She wears a coat when it’s cold.”

Wednesday 8th October 2025

Word work – homophones

1. That is \_\_\_\_\_ I used to live.
2. The children \_\_\_\_\_ very tired after their day out.
3. I like to \_\_\_\_\_ red.
4. Hurry up, \_\_\_\_\_ going to be late.
5. We \_\_\_\_\_ freezing cold.
6. She will always \_\_\_\_\_ her hair in pigtails.
7. \_\_\_\_\_ very excited.
8. Do you know \_\_\_\_\_ I can find the dinner hall?
9. I am going to \_\_\_\_\_ my new shoes.

where

were

we're

wear

# Times tables

08/10/2025

- Draw a grid like this on your whiteboard
- Write 9 numbers from the 7 times table on your bingo grid. (Choose from 7 to 84)
- Your teacher will call out multiplication questions, for example:  
"What is  $2 \times 7$ ?"
- If you have the answer (e.g. 14) on your grid, cross it off.
- When all 9 numbers on your grid are crossed off, shout "BINGO!"

## **7 Times table BINGO**




08/10/2025

TBAT: convert lengths between millimetres and centimetres.

3 in 3

1. How many mm are in 6cm?

2.  $7 \times 60 =$

3. How many seconds are in 7 minutes?

Challenge

Which is longer:

**75 mm** or **7 cm**?

How do you know?

08/10/2025

TBAT: convert lengths between millimetres and centimetres.

## Key vocabulary

metres

centimetres

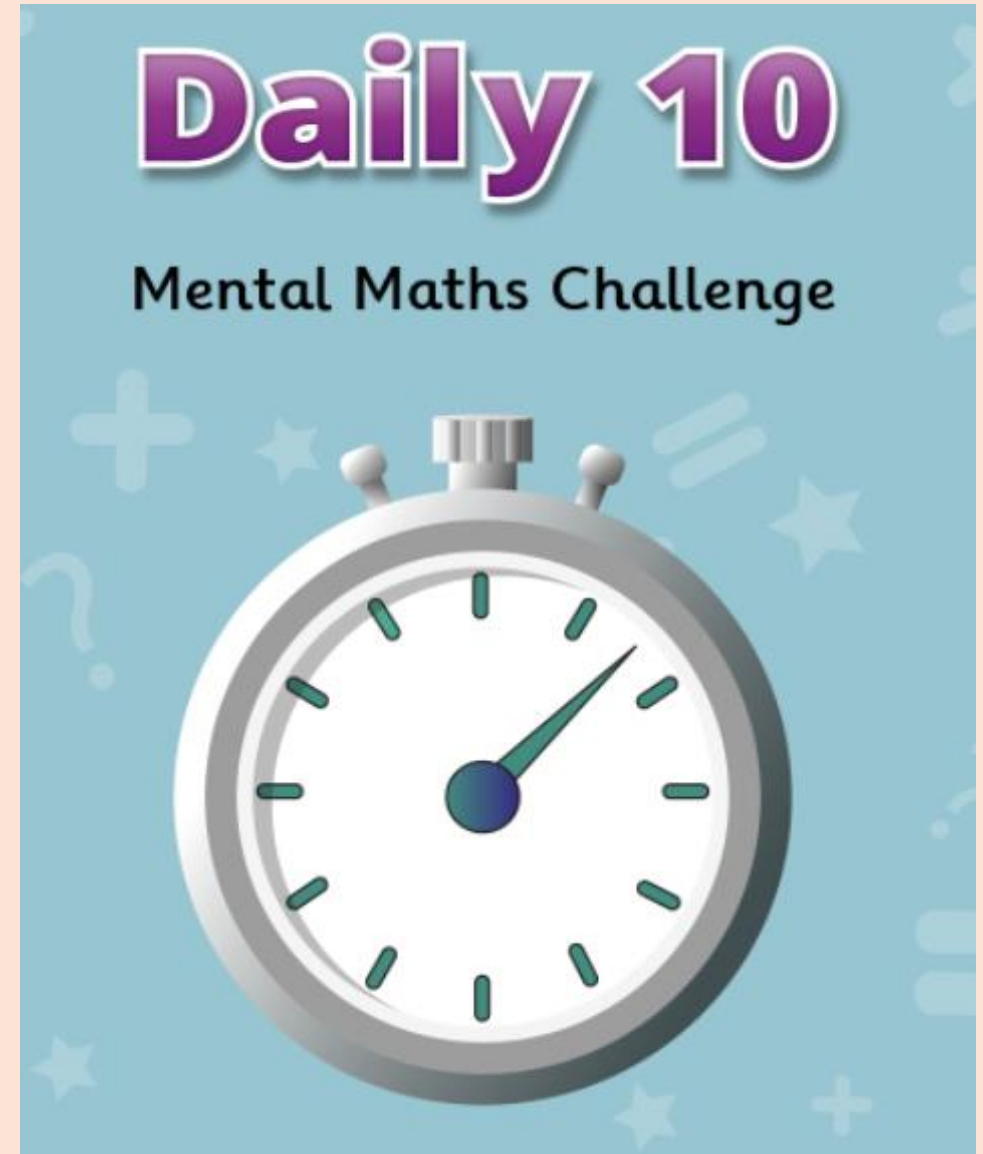
millimetres

convert

[Daily 10 - Mental Maths Challenge -](#)

[Topmarks](#)

Level 4- 7 times tables



08/10/2025

TBAT: convert lengths between millimetres and centimetres.

Have a go at the questions below. Work with your partner to check their answers too.

Blue

Green

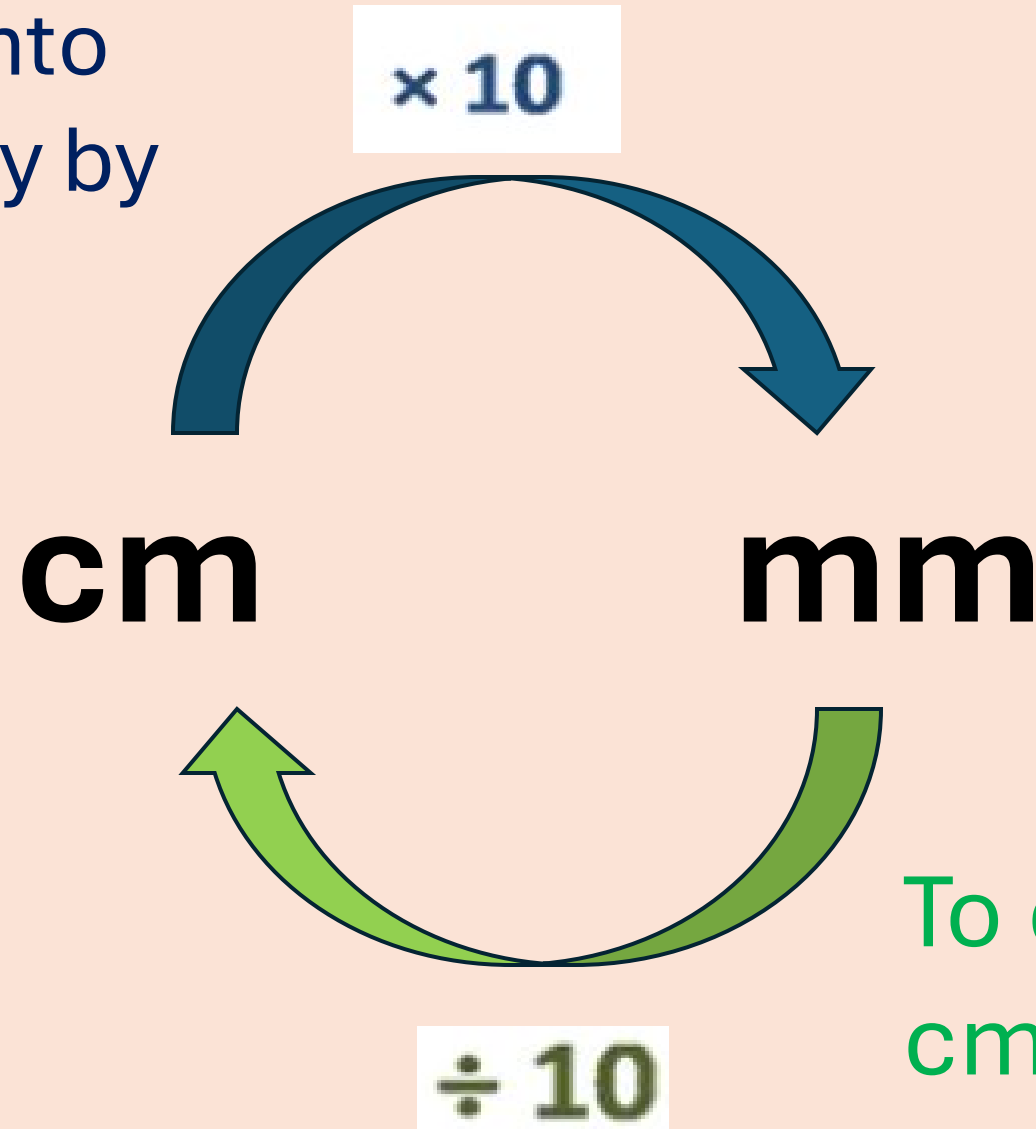
50 cm = \_\_\_\_\_ mm

200mm = \_\_\_\_\_ cm

08/10/2025

TBAT: convert lengths between millimetres and centimetres.

To convert cm into mm, we multiply by 10.



To convert mm into cm, we divide by 10



08/10/2025

TBAT: convert lengths between millimetres and centimetres.

**Convert:**

\_\_\_\_\_ cm = 40mm



**÷ 10**

08/10/2025

TBAT: convert lengths between millimetres and centimetres.

**Convert:**

\_\_\_\_\_ **cm = 100mm**



**÷ 10**

08/10/2025

TBAT: convert lengths between millimetres and centimetres.

**Convert:**

\_\_\_\_\_ cm = 2000mm



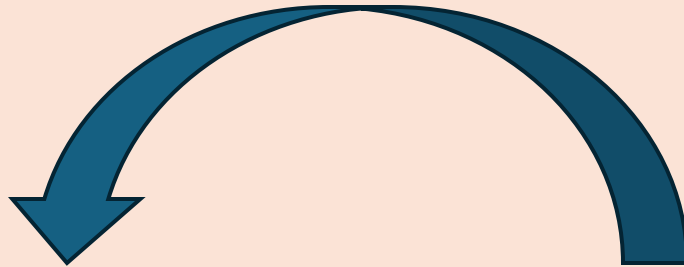
**÷ 10**

08/10/2025

TBAT: convert lengths between millimetres and centimetres.

**Convert:**

**$\times 10$**



\_\_\_\_\_ mm = 20cm

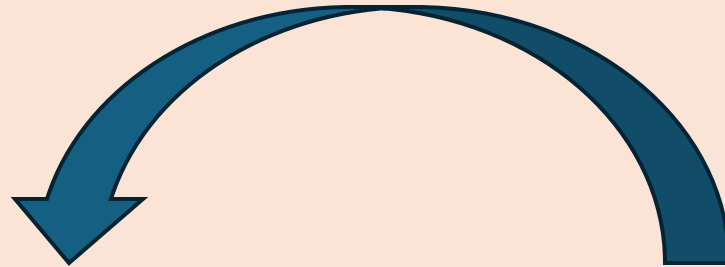


08/10/2025

TBAT: convert lengths between millimetres and centimetres.

**Convert:**

**× 10**



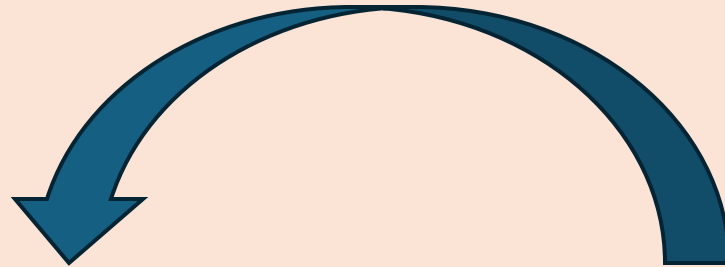
\_\_\_\_\_ mm = 300cm

08/10/2025

TBAT: convert lengths between millimetres and centimetres.

**Convert:**

**$\times 10$**



\_\_\_\_\_ mm = 10cm

08/10/2025

TBAT: convert lengths between millimetres and centimetres.

## Blue/green

Answer the following questions in your book.

**BLUE:** How many cm is 400mm?

**GREEN:** How many mm is 20cm?

# Independent

mm	cm
2000 mm	
	20 cm
3000 mm	300 cm
	50 cm
4000 mm	400 cm

**RP: Mia is measuring two ribbons.**

- Ribbon A is **480 mm** long.
- Ribbon B is **52 cm** long.

Mia says, "Ribbon A is longer because 480 is a bigger number than 52."

**Is Mia correct? Explain your reasoning.**

## Challenge

2. Use the <, > or = symbols to complete the comparison statements.

- A. 104 cm  1.4 m
- B. 357 mm  37.5 cm
- C. 8.01 m  801 cm
- D. 1.03 km  103 m
- E. 147.3 cm  1,473 mm

## Mastery challenge

6. Which of the values below is the odd one out?

- A. 4,500 mm
- B. 45 m
- C. 4.5 m
- D. 450 cm

**Show your workings**

## Greater Depth mastery

5. Alicia has built a shelf with a width of 1.25 m. She wants to fill the shelf with books that each have a width of 60 mm.



1.25 m



60 mm

How many books can Alicia fit on the shelf? How much space will be left? Give your answer in centimetres.



Wednesday 8th October 2025

TBAT: plan a harvest poem.

3 in 3

1. Find and copy an example of personification used in the text.

2. Find and copy a verb that has been used in the text.

3. Find an adverb used in the text.

Their new bright colours dancing on the breeze  
shining in the sun as they move  
and glide gently down and around the tree.  
Then settle on the ground below.

Now the tree stands bare without any leaves.  
Its branches look cold and lonely.  
A carpet of colours vivid and crisp  
lies so still on the ground below.

Challenge - Explain what is meant by a carpet of colours.

Wednesday 8th October 2025

TBAT: plan a harvest poem.

**Blue** - Why do you think Harvest is celebrated?

**Green** - How do we celebrate Harvest?

**Challenge** - Why do we always celebrate Harvest at the same time every year?

# When Is Harvest Festival?

In the United Kingdom, the Harvest Festival is celebrated in late September or early October.

Farmers plant their crops at different times throughout the year. Some crops like being in the frozen ground over winter, but others like to be planted in spring.

This means different foods are harvested at different times of the year.

## Did You Know...?

The word 'harvest' comes from the old English word 'haerfest', which means autumn.





Wednesday 8th October 2025  
TBAT: plan a harvest poem.

Look at these images. Notice the colours of autumn and harvest time.

What do you like? How do these images make you feel?





Tuesday 8th October

TBAT: plan a Harvest poem.

Look at this example of a Harvest poem.

What do you like?

What would you improve?



### **Harvest Time**

Golden fields are shining bright,  
Wheat and barley catch the light.  
Apples, pears, and pumpkins too,  
Nature's gifts for me and you.  
Crisp red leaves drift through the air,  
Farmers gather with great care.  
Thank you Earth for all you give,  
Food to help us grow and live.  
Sing and share, the season's cheer,  
Harvest comes but once a year!

Wednesday 8th October 2025

TBAT: plan a harvest poem.

## **Book work**

Let's make a mind map on all the Harvest things we can think of:



# WAGOLL

Golden grain glisten **like** threads of sunlight,  
**Pumpkins smile** proudly in the soft, warm light.  
Apples blush **as red as** a robin's chest,  
While **cornfields whisper** secrets of rest.

The **wind dances** gently through fields of gold,  
Telling tales of autumn, happy and old.  
**Carrots cuddle close** beneath the ground,  
And **beans bounce** where laughter is found.

The **moon watches** kindly, silver and bright,  
Over **baskets bursting**, a wonderful sight.  
With hearts full of thanks and songs to sing,  
We celebrate harvest, the joy it brings.

Can you notice some of the figurative language we looked at yesterday?

- Similes
- Alliteration
- Personification
- Expanded noun phrases

Wednesday 8th October 2025

TBAT: plan a harvest poem.

Using the information you know about Harvest, you are going to plan a poem about Harvest time. Write your ideas down in your book.

**Bullet point your ideas underneath these subheadings.**

Things you **must** include:

- Expanded noun phrases
- Alliteration (when two or more words together start with the same sound.)
- Similes (use like or as to describe)
- Personification (non-human things are given human qualities or actions)

Things you *could* include:

- Repetition
- Onomatopoeia (a word that sounds like the noise it describes, e.g. buzz, thud)

Wednesday 8th October 2025

TBAT: explain that Sikh's believe in one God who is everywhere and loves everyone.

## **Lesson 5 Keywords**

Repeat after me...

### **Waheguru**

Sikh word for God, meaning 'wonderful Lord' or 'wonderful teacher'

### **Ik Onkar**

symbol and statement that there is only one God

### **Mool Mantar**

a special prayer that helps Sikhs remember and understand God

Turn and talk:  
What do Sikh's believe in?

Wednesday 8th October 2025

TBAT: explain that Sikh's believe in one God who is everywhere and loves everyone.

## What do Sikh's believe about God?

The religion of Sikhi was started in the 15th century in India by Guru Nanak.

Guru Nanak believed in equality, kindness and that there is only one God.

Guru Nanak once said - "God is like the light in the world, everywhere we go, but we can't see it directly".

This means that there is one God, who is everywhere, in everything, and beyond human understanding.

Wednesday 8th October 2025

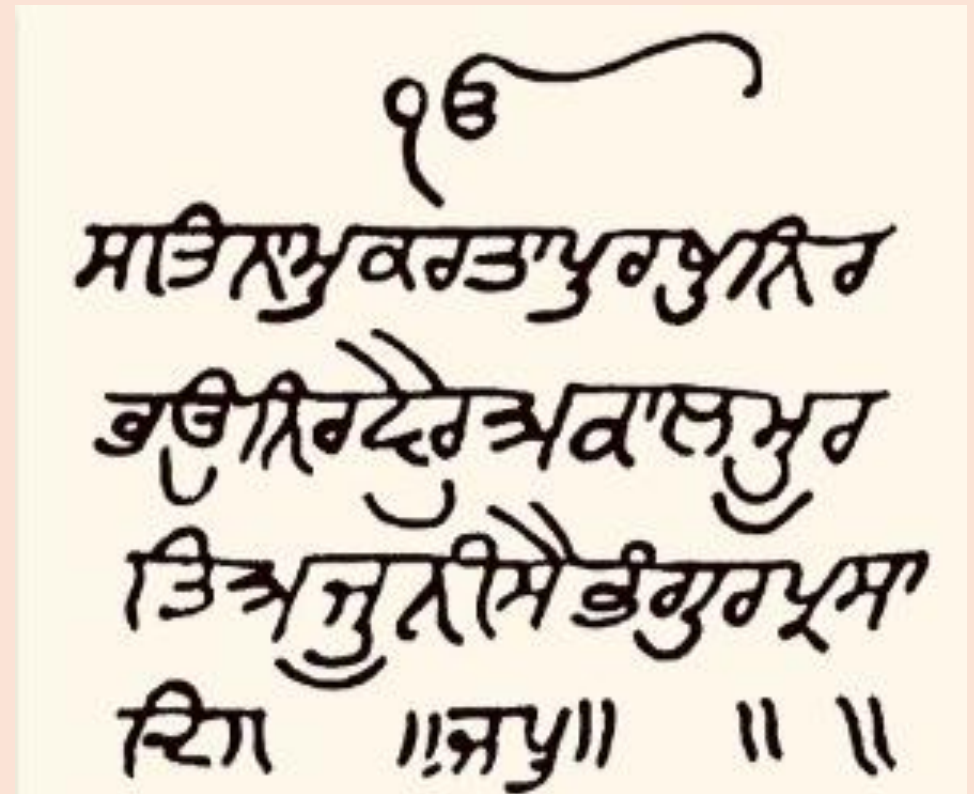
TBAT: explain that Sikh's believe in one God who is everywhere and loves everyone.

What do Sikh's believe about God?

Guru Nanak wrote many important teachings, one of which is called the **Mool Mantar**.

The **Mool Mantar** comes from the Guru Granth Sahib, the holy book for Sikhs, which has a collection of hymns of different Sikh gurus.

**Mool Mantar**, which means 'essential teaching', is the very first and most important prayer in the book that teaches about God.



ੴ  
ਸਤਿਨਾਮੁ ਕਰਤਾ ਪੁਰਖੁ ਨਿਰ  
ਭਉ ਨਿਰਵੈਰੁ ਅਕਾਲ ਮੂਰ  
ਤਿ ਅਜੂਨੀ ਸੈਭੰ ਗੁਰ ਪ੍ਰਸਾ  
ਦਿ॥ ਜਪੁ॥ ॥ ॥

The Mool Mantar is written in the Punjabi language using a script called a **Gurmukhi**.  
'Guru' - spiritual teacher, and 'Mukhi' - mouth.



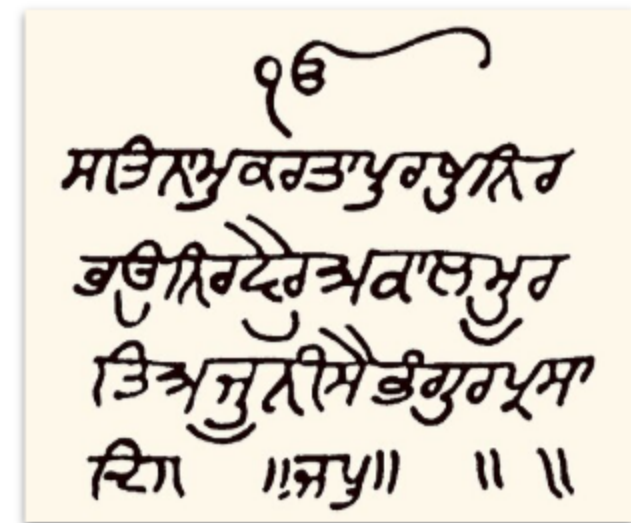
Wednesday 8th October 2025

TBAT: explain that Sikh's believe in one God who is everywhere and loves everyone.

Let's listen to **Mool Mantar** together.



It's the first prayer Sikhs say at the gurdwara, and it helps them remember God.



**Mool Mantar**

[oaknationalacademy-  
res.cloudinary.com/video/upload/v1738062273/qku8oppqsxyzyawmlwhy.mp3](https://res.cloudinary.com/video/upload/v1738062273/qku8oppqsxyzyawmlwhy.mp3)



Wednesday 8th October 2025

TBAT: explain that Sikh's believe in one God who is everywhere and loves everyone.

## The lines of the Mool Mantar:

"ੴ - <b>Ik Onkar</b>	There is one God,
ਸਤਿਨਾਮੁ - Satnam	Truth is His name,
ਕਰਤਾ ਪੁਰਖੁ - Karta Purakh	He is the creator,
ਨਿਰਭਉ - Nirbhau	He is without fear,
ਨਿਰਵੈਰੁ - Nirvair	He is without hate,
ਅਕਾਲ ਮੂਰਤਿ - Akaal Moorat	He is immortal, without form,
ਅਜੂਨੀ - Ajooni	He is beyond birth and death,
ਸੈਭੰ - Saibhang	He is self-illuminated,
ਗੁਰ ਪ੍ਰਸਾਦਿ॥" - Gur Parsaad	He is realised by the kindness of the true Guru.

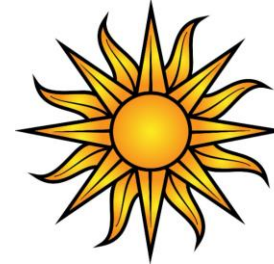
# Task A:

- 1) Around the title, draw or write words that describe what Sikhs believe about God (e.g. *One, Everywhere, Loving, Creator, Forever*).
- 2) Add symbols and drawings



God loves everyone

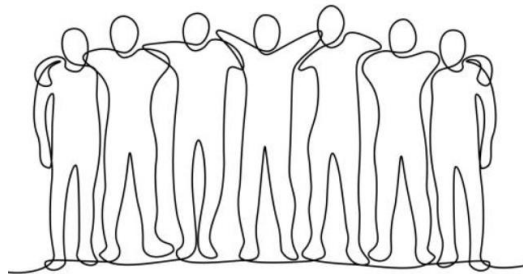
You can find light in  
darkness



**Ik Onkar**  
**There is one God**

God is the creator

God is in everyone



God is without hate

There is one God,  
Truth is His name,  
He is the creator,  
He is without fear,  
He is without hate,  
He is immortal, without form,  
He is beyond birth and death,  
He is self-illuminated,  
He is realised by the kindness of  
the true Guru.

**Task A:** Around the title, draw or write words that describe what Sikhs believe about God and add symbols and drawings.

**Ik Onkar**

**There is one God**

Wednesday 8th October 2025

TBAT: understand that the web's content comes from different creators.

## Keywords

### **ownership**

having control or rights over something, like a piece of digital content or a website, means you are the person who owns or is responsible for it

### **content**

the information, pictures, videos or text that you find on a website or in a digital space

### **copyright**

the rights given to the owner of a piece of work to control how it can be used

Wednesday 8th October 2025

TBAT: understand that the web's content comes from different creators.

The World Wide Web is made up of **content** including text, images, videos and audio or sound.

Every piece of **content** was created by someone:

- an individual
- a group
- an organisation

At the time **content** is created, it belongs to the creator. **Ownership** of **content** can change over time.

The person or company who owns a website can choose what to put on it. That doesn't mean they own everything on the site.

Sometimes, the **content** was made by other people.

Wednesday 8th October 2025

TBAT: understand that the web's content comes from different creators.

If a person has made a drawing or written a story, they might own the **content**.

If a company asks someone to make a video for them, the company will probably own the video the person makes.

A school might share a pupils' work, but that work may still belong to the pupil unless there is an agreement that changes the **ownership** of the work.

**Talk partners**

**Who owns this blog post?**



Wednesday 8th October 2025

TBAT: understand that the web's content comes from different creators.

Who owns this blog post?

the author wrote  
the post for their  
company – the  
company owns the  
article



the website owner  
publishes the post –  
they own the  
website

Any images in the blog post may belong to someone else  
and may be used with permission.

# Recognise who content belongs to



Check

Who might own a blog post?

- a** the person who wrote it
- b** the company who asked them to write it
- c** both A and B ✓





Wednesday 8th October 2025

TBAT: understand that the web's content comes from different creators.

If **content** is online, it doesn't mean you can copy it. The owner must give permission to use or share it.

Some **content** has rules about how it can be used. You may need permission from the owner to use it.

Before sharing, think about:

- Who made this?
- Do I have permission?
- Is it free to use?

Wednesday 8th October 2025

TBAT: understand that the web's content comes from different creators.

With your partner, answer the questions for each of the different situations:

- Who made it?
- Do you need to give credit?
- Do you need permission?

- 1) Lucas wants to use a photo from a company's website in his homework.
- 2) Laura drew a cartoon and wants to share it on the school website.
- 3) Jun finds a funny video online and wants to post it on his class blog.
- 4) Mia uses a recipe from a friend's blog in her own cooking post.

**1) Lucas wants to use a photo from a company's website in his homework.**

**Who made it?**

Likely someone working for the company.

**Do you need to give credit?**

Yes, Lucas needs to say where the photo has come from.

**Do you need permission?**

Maybe. If it's not marked as free to use, he should ask or choose a photo that is free to use.

**2) Laura drew a cartoon and wants to share it on the school website.**

**Who made it?**

Laura

**Do you need to give credit?**

Yes — her name should be included so people know she made it.

**Do you need permission?**

Yes — the school should ask Laura before sharing her work.

**3) Jun finds a funny video online and wants to post it on his class blog.**

**Who made it?**

Likely a person or group created the video.

**Do you need to give credit?**

Yes, Jun needs to say who made the video.

**Do you need permission?**

Yes. Jun shouldn't repost it without checking if it's allowed.

**4) Mia uses a recipe from a friend's blog in her own cooking post.**

**Who made it?**

Mia's friend wrote the blog.

**Do you need to give credit?**

Yes, Mia should say where she got the recipe.

**Do you need permission?**

Yes, she should check with her friend first.

Wednesday 8th October 2025

TBAT: understand that the web's content comes from different creators.

How do we know who owns the **content**?

There are lots of clues on a website. These can include:

- authors' names
- captions under pictures
- a permission statement
- a **copyright** symbol

**Copyright** protects the work of the person who owns it.

It means that others cannot copy or use it without permission from the person or organisation that owns it.

Wednesday 8th October 2025

TBAT: understand that the web's content comes from different creators.

Create a fictional blog post or web page that includes text and images.

Identify:

Who owns the text?

Who owns the images?

Is there anything that might belong to someone else?

Website: Ormiston  
Herman Academy

Photo: Jun



Text: Luke


1. Open up teams.
2. Go to assignments
3. Open the document – 08.10.25 Computing.
4. Edit the document by creating a fictional blog post.



Tuesday 7th October 2025

TBAT: to develop movement skills to lose a defender and find space.

## Handball- Lesson 2



### Knowledge Organiser Handball Year 4

#### About this Unit


Handball is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

Handball as we know it now was founded at the end of the 19th century and is particularly popular in northern Europe, in places like Germany and in Scandinavia. Handball first appeared at the Olympics in 1936.

#### Invasion Games Key Principles

attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	

Can you set up your own game and practise your handball skills at lunchtime?



Can you think of any other invasion games that share these principles?

#### Key Vocabulary

**accelerate:** speed up  
**accuracy:** how close the object is to the given target  
**decision:** select an outcome  
**delay:** to slow an object or player  
**deny:** to prevent an action happening  
**gain:** get possession of the ball  
**intercept:** to gain possession of the ball  
**invasion:** a game of two teams who invade each other's space to score goals

**momentum:** the direction created by weight and power  
**opposing:** In competition with  
**option:** possible choices  
**referee:** the person who makes sure the rules are followed  
**supporting:** being an option for the person with the ball  
**timing:**  
**tournament:** a competition of more than two teams

#### Ladder Knowledge

**Sending & receiving:**  
Cushioning a ball will help you to control it when catching it.

**Space:**  
Moving into space will help your team keep possession and score goals.

**Attacking:**  
Shoot when close to goal or if there is a clear path. Pass when a teammate is free and in good space.

**Defending:**  
Mark a player to stop them from being an option. Try to intercept the ball as it is passed.

#### Movement Skills

- throw
- catch
- run
- jump
- shoot
- change direction
- change speed

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

- Social:** communication, co-operation, work safely, collaboration, respect
- Emotional:** honesty and fair play, determination, confidence, empathy
- Thinking:** decision making, identify, select and apply, reflection

#### Rules

**The rule of three:**

- If you have the ball in your hands you can take three steps then you either have to pass or shoot.
- Can only hold the ball for three seconds if standing with the ball.
- Must be three steps away from a person taking a free pass.

**Free pass:**

- If a rule is broken or the ball goes out of play, a free pass is awarded to the other team.

**Starting a game:**

- One team begins from the middle of the space.

**Goalkeeper area and rules:**

- Only the goalkeeper is allowed in the goalkeeper area.
- After a goal is scored the goalkeeper begins with the ball.
- If the ball goes off the goal line (back line) it is the goalkeeper's ball, regardless of who touched it last.

#### Tactics

Using attacking tactics will help your team to maintain possession and score goals. Using defending tactics will help your team to deny space, gain possession and stop goals.

#### Healthy Participation

Make sure any unused equipment is stored in a safe place.

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

How will this unit help your body?

agility, balance, co-ordination, speed, stamina

#### Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

##### Sock Pick Up

**What you need:** 2 people, 2 markers e.g. cushions and a sock and a space

**How to play:**

- Place out your two markers and put the sock on top of one marker.
- One person is the attacker, one the defender.
- Attacker starts at a marker approx. 6m away from the sock and has 1 minute to try to pick the sock up as many times as possible. After each pick up, return to the start marker.
- If the defender tags the attacker, the attacker must go back to the start marker.
- Switch roles.

**Top tips:**

- Attacker: use quick changes of speed and direction to avoid the defender.
- Defender: track the attackers movement and go for the tag before they reach the sock.

[www.getset4education.co.uk](http://www.getset4education.co.uk)

Head to our youtube channel to watch the skills videos for this unit. @getset4education136

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Tuesday 7th October 2025

TBAT: to develop movement skills to lose a defender and find space.

You have 4 MINUTES to get changed into your full PE kit – silently!

1st- receive 5 marbles

2nd- receive 4 marbles

3rd- receive 3 marbles

4th- receive 2 marbles

5th- receive 1 marble

4 min timer

<https://youtu.be/uW7DCSR4h4E?si=8f8JhD8rlWDqTCF8>

Please collect the marbles from your own classroom.

Tuesday 7th October 2025

TBAT: to develop movement skills to lose a defender and find space.

Watch the three videos on the three different types of passes used in Handball.

[Get Set 4 PE - Lesson Plan -1 for Year 4 Handball](#)

### Shoulder pass



#### Key Points

- Ball in one hand.
- Elbow high in line with shoulder.
- Step forward with opposite foot.

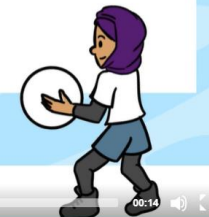


### Bounce pass



K

- Ball is thrown from chest height.
- Step forward.
- Push the ball towards the floor.
- Aim for it to bounce two-thirds of the way between you and your target.



### Chest pass




#### Key Points

- Two-handed pass that comes from the chest.
- Hands are placed behind the ball in a W shape.
- Elbows in.
- Step into the pass.
- Hands finish pointing at the target.



### Handball- Lesson 3



Get Set 4 Education

#### Knowledge Organiser Handball Year 4

#### About this Unit


Handball is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

Handball as we know it now was founded at the end of the 19th century and is particularly popular in northern Europe, in places like Germany and in Scandinavia. Handball first appeared at the Olympics in 1936.

#### Invasion Games Key Principles

attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	

Can you set up your own game and practise your handball skills at lunchtime?



Can you think of any other invasion games that share these principles?

#### Key Vocabulary

**accelerate:** speed up  
**accuracy:** how close the object is to the given target  
**decision:** select an outcome  
**delay:** to slow an object or player  
**deny:** to prevent an action happening  
**gain:** get possession of the ball  
**intercept:** to gain possession of the ball  
**invasion:** a game of two teams who invade each other's space to score goals

**momentum:** the direction created by weight and power  
**opposing:** In competition with  
**option:** possible choices  
**referee:** the person who makes sure the rules are followed  
**supporting:** being an option for the person with the ball  
**timing:**  
**tournament:** a competition of more than two teams

#### Ladder Knowledge

**Sending & receiving:**  
Cushioning a ball will help you to control it when catching it.

**Space:**  
Moving into space will help your team keep possession and score goals.

**Attacking:**  
Shoot when close to goal or if there is a clear path. Pass when a teammate is free and in good space.

**Defending:**  
Mark a player to stop them from being an option. Try to intercept the ball as it is passed.

#### Movement Skills

- throw
- catch
- run
- jump
- shoot
- change direction
- change speed

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

**Social** communication, co-operation, work safely, collaboration, respect

**Emotional** honesty and fair play, determination, confidence, empathy

**Thinking** decision making, identify, select and apply, reflection

#### Rules

**The rule of three:**

- If you have the ball in your hands you can take three steps then you either have to pass or shoot.
- Can only hold the ball for three seconds if standing with the ball.
- Must be three steps away from a person taking a free pass.

**Free pass:**

- If a rule is broken or the ball goes out of play, a free pass is awarded to the other team.

#### Tactics

Using attacking tactics will help your team to maintain possession and score goals. Using defending tactics will help your team to deny space, gain possession and stop goals.

#### Healthy Participation

Make sure any unused equipment is stored in a safe place.

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

How will this unit help your body?

agility, balance, co-ordination, speed, stamina

#### Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

#### Sock Pick Up

**What you need:** 2 people, 2 markers e.g. cushions and a sock and a space

**How to play:**

- Place out your two markers and put the sock on top of one marker.
- One person is the attacker, one the defender.
- Attacker starts at a marker approx. 6m away from the sock and has 1 minute to try to pick the sock up as many times as possible. After each pick up, return to the start marker.
- If the defender tags the attacker, the attacker must go back to the start marker.
- Switch roles.

**Top tips:**

- Attacker: use quick changes of speed and direction to avoid the defender.
- Defender: track the attackers movement and go for the tag before they reach the sock.

[www.getset4education.co.uk](http://www.getset4education.co.uk)

Head to our youtube channel to watch the skills videos for this unit. @getset4education136

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Wednesday 8th October 2025

TBAT: to use space effectively to create shooting opportunities.

You have 4 MINUTES to get changed into your full PE kit – silently!

1st- receive 5 marbles

2nd- receive 4 marbles

3rd- receive 3 marbles

4th- receive 2 marbles

5th- receive 1 marble

4 min timer

<https://youtu.be/uW7DCSR4h4E?si=8f8JhD8rlWDqTCF8>

Please collect the marbles from your own classroom.



Wednesday 8th October 2025

TBAT: to use space effectively to create shooting opportunities.

Watch this video showing the 'Drive shot'

[Get Set 4 PE - Resource File for Drive shot](#)

## Drive shot



### Key Points

- Throwing arm back and high, elbow high.
- Transfer weight from back to front foot and follow through with hand pointing at target.

