



Mindset Training Through Yoga Physical Education

<u>National Curriculum aims and Objectives</u>							
National Curriculum Coverage	PE NC AIMS: <ul style="list-style-type: none"> Develop competence to excel in a broad range of physical activities Are physically active for sustained periods of time Engage in competitive activities Lead healthy, active lives 				PE NC Objectives:		
					KS1 Objectives: <ul style="list-style-type: none"> Develop balance and co-ordination, and begin to apply these in a range of activities KS2 Objectives: <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance Compare their performances with previous ones and demonstrate improvement to achieve their personal best 		
<u>Progression across Key stage 1 and 2</u>							
<u>Key skills</u>	Year 1	Year 2	Year3	Year 4	Year 5	Year 6	Lesson
Balance	Begin to be still in different body shapes and balances.	Begin to explore balancing on different body parts with increasing control.	Be able to balance on a number of body parts with good control.	Be able to balance on a number of body parts with good control while starting to explore how to link two balances together.	Be able to link different balances, moving in and out of positions of stillness.	Control balance when moving between different positions.	4 6 8 11 12
Flexibility	Develop basic flexibility.	Develop basic flexibility.	Begin to show flexibility in movements.	Begin to show flexibility in movements.	Combine flexibility, techniques and movements to create a fluent sequence.	Combine flexibility, techniques and movements to create a fluent sequence.	All session develop flexibility.



Mindset Training Through Yoga

Physical Education

Co ordination and control	Start to move around the space with basic control and coordination.	Explore simple skills and actions with basic control and co-ordination	Remember, repeat and explore simple actions with increasing control and coordination.	Select and use skills appropriately, applying them with co-ordination and control.	Accurately and appropriately link skills and techniques with good control, coordination and fluency.	Accurately and appropriately combine skills, techniques and ideas while applying them with a high level of control, coordination and fluency	1 2 3 5 8 10
Stamina	Begin to recognise that extended movement activities improves their stamina.	Begin to recognise that extended movement activities improves their stamina.	Recognise and explain how to improve stamina.	Recognise and explain how to improve stamina.	Know and describe the effects of different exercise activities on the body and how this can help to improve stamina.	Identify activities that can improve stamina and explain how this can help their performance.	6 9 11
Strength	Begin to develop upper and lower body strength	Begin to develop upper and lower body strength.	move slowly demonstrating strength in different muscles.	Move slowly demonstrating strength in different muscles.	Know the importance of strength during activities. Recognise what activities help build and develop their strength.	Know the importance of strength during activities. Recognise what activities help build and develop their strength.	3 6 9 12
Body awareness and self control	Show spatial awareness, by finding own space away from others.	Change formation. Create different shapes with the body. Be able to do mirrors movements what a partner	Create different poses . Develop self control with the body.	Able to adapt the shape of their body with guidance. Develop self control with the body.	Able to self reflect and adapt the shape of their body to create a given asana. Have self control with the body.	Aware of the imitations of their body, and adapt to what feels tight for them Have self-control with the body.	1 3 5 7



Mindset Training Through Yoga

Physical Education

	<p>Begin to develop self control with the body.</p> <p>Recognise body parts used when guided in asanas. <i>Hips, chest, wrists, knees, ankles, elbows, forearms, soles of the feet, palms of the hands, lower back, upper back</i></p>	<p>Begin to develop self control with the body.</p> <p>Recognise body parts used when guided in asanas. <i>Hips, chest, wrists, knees, ankles, elbows, forearms, soles of the feet, palms of the hands, lower back, upper back</i></p>	<p>Recognise body parts used when guided in asanas. <i>Spine , Hips, Forearm (part of arm near wrist), Diaphragm (space just above belly button), shoulder blades.</i></p>	<p>Recognise body parts used when guided in asanas. <i>Spine , Hips, Forearm (part of arm near wrist), Diaphragm (space just above belly button), shoulder blades.</i></p>	<p>Recognise body parts used when guided in asanas. <i>Diaphragm (muscle just above belly button), thigh (front upper leg), Hamstring (back of upper leg), Calf (back of lower leg)</i></p> <p><i>Bones - Sternum (chest), Shin (front of lower leg), Sacrum (near tail bone)</i></p>	<p>Recognise body parts used when guided in asanas. <i>Diaphragm (muscle just above belly button), thigh (front upper leg), Hamstring (back of upper leg), Calf (back of lower leg)</i></p> <p><i>Bones - Sternum (chest), Shin (front of lower leg), Sacrum (near tail bone)</i></p>	
Choreography	To create a simple short sequence using pictures.	To create a simple short sequence using pictures. Beginning to transition between the poses with flow. Using a auditory count to move in time with a partner	To create a sequence using pictures. Transition between the poses with flow Moving in time with a partner	To create a sequence. Transition between the poses with flow. Moving in time with a small group	To create a sequence. Transition between poses with flow. Moving in time with a small group. Linking the breath to the movement	To create a sequence. Transition between poses with flow. Moving in time with a small group. Linking the breath to the movement Keeping the mind present.	2 3 5 8 9 10



Mindset Training Through Yoga Physical Education

Evaluating	Self-evaluation: Able to identify something they liked.	Self-evaluation: Able to identify something they liked and would improve.	Self and Peer evaluation Able to identify something they liked and would improve.	Self and Peer evaluation Able to identify something they liked and would improve.	Self and Peer evaluation Able to identify areas of strength and improvement and making suggestions for net steps.	Self and Peer evaluation Able to identify areas of strength and improvement and making suggestions for net steps	3 6 All session involves elements of self reflection and evaluation.
------------	---	---	--	--	--	---	---