



CURRICULUM OVERVIEW

National Curriculum Focus

<p>Purpose of Study</p>	<p>A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p>
<p>Aims</p>	<p>The national curriculum for physical education aims to ensure that all pupils:</p> <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 sports and activities. • lead healthy, active lives.

Key Stage One

<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • participate in team games, developing simple tactics for attacking and defending ☐ perform dances using simple movement patterns. 	<p>Cultural Capital</p> <p>Key Stage One Sports Day After school clubs Outdoor Adventurous Sleepover</p>
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Key Stage Two

<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination. • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns ☐ take part in outdoor and adventurous activity challenges both individually and within a team. • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Lower Key Stage Two Sports Day After school clubs Local Competition</p> <p>Upper Key Stage Two Outdoor Adventurous Residential Sports Day After school clubs Local Competition Swimming</p>
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Links to EYFS – Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

PE

0-3 Years (Daisies Class)	3 – 4 Years (Daffodils Class)	Reception Children (Sunflowers Class)	ELG	Links to Year 1				
<ul style="list-style-type: none"> • Explore awareness for themselves and others. • Explore safe around them safely. • Explore different ways of travel – high movements. • Different ways to move the body. • Explore speed and direction. • Practise balancing objects. • Roll different size balls with control. • Begin to throw underarm with different sized balls. • Kick a ball to a partner and target. • Show different seasons through movements. • Use large muscle movements to wave ribbons. • Use hoops to create a range of movements. • Travel across apparatus safely. • Explore different point balances. • Perform a sequence of movement. 	<ul style="list-style-type: none"> • Explore awareness for themselves and others. • Explore safe around them safely. • Explore different ways of travel – high movements. • Different ways to move the body. • Explore speed and direction. • Practise balancing objects. • Roll different size balls with control. • Begin to throw underarm with different sized balls. • Kick a ball to a partner and target. • Show different seasons through movements. • Use large muscle movements to wave ribbons. • Use hoops to create a range of movements. • Travel across apparatus safely. • Explore different point balances. • Perform a sequence of movement. 	<p><u>Agility: Space and Movement</u></p> <ul style="list-style-type: none"> • Listen, observe and show awareness for themselves and others. • Move with control, coordination and imagination. • Travel using different movements and directions. • Explore different jumping movement skills. • Complete movement patterns whilst balancing and collecting objects. 	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. 				
		<p><u>Ball Skills</u></p> <ul style="list-style-type: none"> • Move with confidence whilst coordinating holding an object. • Roll a variety of sized balls with control and accuracy. • Develop a range of ball skills including balancing. • Perform an underarm action with accuracy. • Strike an object using different parts of the body. 			<ul style="list-style-type: none"> • Demonstrate coordination when playing. • Work and play cooperatively and take turns with others. 	<ul style="list-style-type: none"> • Move in different directions whilst handling a ball. • Develop control and accuracy when rolling a ball. • Underarm throw with control and accuracy. • Show control and accuracy when throwing and aiming. 		
		<p><u>Catching and Throwing</u></p> <ul style="list-style-type: none"> • Use both underarm and overarm throws accurately with a beanbag. • Underarm throw and catch a moving ball. • Catch different sized balls using the ‘cup’ technique. • Roll, throw and stop circular pieces of equipment. • Catch and throw a tennis ball consistently. 					<ul style="list-style-type: none"> • Demonstrate coordination when playing. • Work and play cooperatively and take turns with others. 	<ul style="list-style-type: none"> • Move in different directions whilst handling a ball. • Develop control and accuracy when rolling a ball. • Underarm throw with control and accuracy. • Show control and accuracy when throwing and aiming.
		<p><u>Athletics</u></p> <ul style="list-style-type: none"> • Sprint quickly over a short distance. • Effective jumping and throwing technique. • Jump over low level hurdles. • Develop jumping for height. • Throw in varying ways and distances. • Throw with accuracy. 						



Progression of skills in PE: KS1 and KS2

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Objectives Covered	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Perform dances using simple movement patterns. Participate in team games, developing simple tactics for attacking and defending. 		<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Perform dances using a range of movement patterns. These skills are fluid and may commence later or earlier in specific year groups and possibly cross them contingent of outcomes. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. 			
Gymnastics	<ul style="list-style-type: none"> Explore and use space effectively using agility, balance, and coordination skills. Balance using different parts of the body, exploring points and patches (Beginning to on apparatus). To take weight on hands and feet. Learn copy and name basic and advanced low-level shapes. Link shapes and rolls to form a short sequence. Explore different styles of travelling: under, over and through. Beginning to travel on apparatus. Jump and land safely, whilst exploring different jumping techniques. Copy, mirror and create a small routine and matching actions. 	<ul style="list-style-type: none"> Explore medium level shapes with linking, mirroring and balances. Compare and contrast low and medium level shapes with confidence and rehearse them. Roll safely using a variety of rolling techniques. Incorporate two shapes into a sequence. Perform low level shapes with some precision and perform shapes in flight. Use apparatus (extended) safely with entrances, exits, balances and including medium level shapes. Jump and land safely using apparatus, including from a variety of heights, directions and landings. Model linking and mirroring of low-level shapes. Including balancing & travel with a partner using mirroring technique. 	<ul style="list-style-type: none"> Perform short sequence with low and medium level shapes; with matching and mirroring; contrasting shapes with some linking. Take weight confidently on hands (developing core strength) and roll safely, exploring different rolling methods (Front and backward Rolls). Perform a wide range of shapes and balances on apparatus. Perform shapes in flight, on and off a piece of apparatus, including turn, twist and spin. Perform a range of jumps and leaps from varying heights and on a vault. Perform mirrored and matching travels and balances with a partner. 	<ul style="list-style-type: none"> Perform & evaluate a routine: matching balances & stands; with matching balances on apparatus; with contrasting balances; with contrasting balances on and over apparatus; with linked balances on and over apparatus. Perform a shoulder and headstand safely without support. Perform a forward roll with appropriate entrances and exits including on, off and over apparatus. Link movements by performing jumps, turns and pivots. Complete mirroring actions along different pathways and levels, including basic rolls. 	<ul style="list-style-type: none"> Perform a range of routines with rolling; including jumping rolls, build into rolling from and into a pike position. Perform both a stag jump and a split leap. Progress from a cartwheel to a perform a round-off. Perform Cat Springs. Perform forwards and backward rolls with a range of entrances and exits. Learning a headstand, transitioning into a forward roll and incorporating as part of a routine. Vault safely with a range of entrances and exits and then into rolling, building up to various landings on and over a vault. Plan a sequence of movements on apparatus both individually and as a group, in time with each other to form a routine. 	<ul style="list-style-type: none"> Incorporate stands into cannon and or unison performances. Perform rotation, balances, and stands in unison and cannon. Perform shoulder, headstands, cartwheels, and handstands safely without support. Perform to roll on, off and over apparatus within routines. Include counterbalances and counter tension balances. Roll in sequences on, off and over apparatus. Include into partner routines. Combine balancing and travelling to produce a floor routine including matching. Incorporate apparatus. Produce mirroring routine with a partner on apparatus.



Nurture. Inspire. Prepare.



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	<ul style="list-style-type: none"> • Run fast from a standing start developing speed and coordination. • Jump and throw, developing coordination, agility, and rhythm. • Run and kick for accuracy and speed. • Basic throw, catch and skip developing hand-eye coordination and ball handling and throwing skills. • Basic bowl and step throwing with agility and with skill. 	<ul style="list-style-type: none"> • Developing awareness of speed when running a short distance, including control and fluency in movements; understanding how their body reacts when running. • Jump for distance developing awareness of space, height and distance. • Adjust and make changes to running speed when completing different distances. • Throw and aim with accuracy towards a given target. • Choose the best way to throw different pieces of equipment dependent on size and weight. 	<ul style="list-style-type: none"> • Run a relay and change over the baton appropriately including passing a baton from standing start. • Jump for distance including jumping from a standing start. Developing skills to jump further distances. • Learn basics of hurdling, keeping head same height throughout jumping. • Run for speed, including over longer distances. • Learn basics of hurdling, keeping head same height throughout jumping. • Developing throwing skills – further distances and a range of techniques. 	<ul style="list-style-type: none"> • Communicate as a team to make relay changeovers. • Improving running technique including the sprint finish and maintaining sprint pace. • Can challenge self to jump for distance including measuring performance. • Jumping for height including high over obstacles. • Sprinting, challenge self and recording performance. • Throw for distance challenging self and recording performance. Using overhead heave and fling throw 	<ul style="list-style-type: none"> • To run relays, running in a given zone, changing baton over with increased skill. • Develop jumping for distance (triple jump); jumping in different ways and competing competitively. • Develop running for speed including sprint from a start finish and sprinting further distance over a given time. • Developing hurdling skills, including the role of the lead and trail leg; applying skill to competitive situation. • Develop throwing skills using a variety of techniques. Throwing javelin from a standing start. 	<ul style="list-style-type: none"> • Compete in a variety of athletics type races; adjusting running styles from sprinting to long distance. • Use correct techniques for all jumps, challenging self to jump further distances. • Run with greater fluency & speed, including hurdling; using the correct stride pattern. Can analyse the changes in speeds when sprinting and hurdling. • Use correct techniques for all throws, measuring accurately, challenging to throw further distances.



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		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	Performance and Appreciation	<ul style="list-style-type: none"> • Create a class performance. 	<ul style="list-style-type: none"> • Create a class performance and observe others work and give feedback using simple dance vocabulary. 	<ul style="list-style-type: none"> • Organising sections of dances to create one piece, working in sync with other group members. • Assess others' work. 	<ul style="list-style-type: none"> • Developing dance when creating one piece, performing in unison and sync with other group members in front of the class. • Self- assess and assess peers' work and give feedback using appropriate dance vocabulary. 	<ul style="list-style-type: none"> • Learn, rehearse and perform choreographed dance phrases of increasing complexity. • Self-assess and assess others' work and give critical feedback using appropriate vocabulary 	<ul style="list-style-type: none"> • Perform choreographed dance narrative, improving movements, developing timing, and spacing. • Assess self and others with increasing critical feedback and suggested actions for improvement using apt and precise language.
	Choreography	<ul style="list-style-type: none"> • Select and use a variety of movements to form a short dance phrase. • Perform a variety of movements to form a group dance phrase. 	<ul style="list-style-type: none"> • Select and explore an air pattern, jump and shape to form a short dance phrase. • Work as a group to recall choreography, rehearse and refine ideas. 	<ul style="list-style-type: none"> • Work as a group to select learnt positions and movements to create short dance phrases. • Use choreographic devices to enhance dance phrases, including choreographing a solo. 	<ul style="list-style-type: none"> • Developing synchronisation when working in a group including to different rhythms. • Respond to teacher instruction to create a choreographed dance routine. 	<ul style="list-style-type: none"> • Create versatile movements within a dance sequence including a range of directions. • Choreograph a sequence of movements that use contact between two or more people. 	<ul style="list-style-type: none"> • Explore and link several movements and patters. • *Use choreographed movements and patterns to tell a narrative; adapt movements in a more creative style; utilise a floor plan.
	Movement	<ul style="list-style-type: none"> • Explore a range of movements. 	<ul style="list-style-type: none"> • Perform a variety of movements to form a group dance phrase; exploring turning, rotation, circular shapes/ dynamic through movement. • Explore movements considering size of movements, tempo, dynamics, floor pattern, air pattern, levels and shape. 	<ul style="list-style-type: none"> • Select and explore a variety of movements, responding imaginatively to a range of stimuli. • Perform movement actions individually, with partners, a group and whole class. • Explore, repeat and link a range of actions with coordination and memorise. • Respond to a beat, using music as a stimulus to influence dance. 	<ul style="list-style-type: none"> • Developing choreographic skill incorporating more free – creative thinking. • Developing good co-ordination within a sequence of movements. • Movements articulate the style of dance well. • Use music to influence movement with increasing skill. 	<ul style="list-style-type: none"> • Use a range of dance techniques to develop their movements. • Develop movements to incorporate at least one lift in a sequence of movements. • Identify floor plans and use within their movements, including starting and finishing area 	<ul style="list-style-type: none"> • *Use choreographed movements and patterns to tell a narrative; adapt movements in a more creative style; utilise a floor plan. • Use gymnastic equipment to create improvised movement. • Allow different parts of the body to lead and influence the rest of the movement; using a range of levels tempos, and contact work.



	Year 1	Year 2
Games (KS1)	<ul style="list-style-type: none"> • Develop spatial awareness whilst moving in different directions. • Show control and balance in basic movements. • Carry and balance equipment whilst changing speed and direction. • Move in different directions whilst handling a ball. • Develop control and accuracy when rolling a ball. • Underarm throw with control and accuracy. • Show control and accuracy when throwing and aiming. • Gain rhythm when throwing and striking a ball. • Strike and kick a moving ball with accuracy and control. • Engage in team games. • Develop spatial awareness whilst moving in different directions. • Show control and balance in basic movements. • Send and receive a bouncing ball whilst positioning body correctly. • Understand the concept of dribbling and the skills required. • Strike and kick a moving ball with accuracy and control. • Demonstrate the dribbling skills required for football. • Demonstrate the passing skills required for football. • Demonstrate the shooting skills required for football. • Familiarise and understand the passing/movements required in rugby. • Develop the skill of tagging an opponent in rugby. • Engage in team games. • Understand what attacking and defending is using simple practices and demonstrate this. 	<ul style="list-style-type: none"> • Maintain balance whilst reacting quickly to commands. • Perform underarm and overarm throwing with control. • Demonstrate a range of striking and gathering skills, including into a small game. • Demonstrate confidence in ball handling skills. • Control a moving ball in a variety of ways. • Show rolling and gathering skills with confidence and precision. • Show progression from rolling into catching and throwing. • Attack & defend in a game, making and denying space. • Throw & catch to pass and receive a ball in a game. • Control a moving ball in a variety of ways. • Perform kicking skills with control and accuracy. • Use space whilst passing and receiving a kicked ball. • Understand the basics of holding a hockey stick and dribbling a ball. • Pass a hockey ball to a partner and group with control. • Demonstrate attacking skills in hockey such as shooting. • Demonstrate bouncing a basketball with control. • Develop bouncing skills into dribbling activities. • Move away from a defender whilst continuing to dribble. • Show progression from rolling into catching and throwing. • Develop tactics when shooting at and protecting targets. • Attack & defend in a game, making and denying space. • Throw & catch to pass and receive a ball in a game.



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		Year 3	Year 4	Year 5	Year 6
Games (KS2)	Cricket	<ul style="list-style-type: none"> • Bat correctly. • Catch correctly. • Accurately bowl under and overarm using appropriate technique. • Use different batting shots. • Field using appropriate techniques. 		<ul style="list-style-type: none"> • Developed over and underarm bowling applied to game. • Improving accuracy of batting. • Developing deep field catching – catching ball at varying heights. • Developing the lofted drive. 	
	Football	<ul style="list-style-type: none"> • Control the ball, dribble and turn. • Pass the ball accurately and control the ball when receiving a pass including whilst on the move. • Shoot and play the position of a goalkeeper. • Apply learnt skills in a game. 		<ul style="list-style-type: none"> • Control the ball, keeping it close. • Developing passing skills including developed use of inside of the foot. • Able to perform block tackle and mark effectively. • Turn and shoot at speed and with accuracy. • Application of skills within game. 	
	Hockey	<ul style="list-style-type: none"> • Hold the stick and dribble under pressure. • Pass and receive the ball with improving accuracy. • Tackle correctly. • Shoot with accuracy. • Play hockey in a game situation. 		<ul style="list-style-type: none"> • Use correct technique dribbling. • Pass & receive – using space; appropriate skills to keep possession. • Shoot with power and developed accuracy. • Tackle and mark. 	
	Netball	<ul style="list-style-type: none"> • Pass and catch a netball including via bounce and overhead. • Demonstrate correct footwork. • Effectively dodge and mark. • Shoot a netball. • Demonstrate some understanding of rules 		<ul style="list-style-type: none"> • Pass, Pivot pass, shoot & throw with accuracy, including chest, bounce and overhead. • Use tactics for game dominance, building on dodge and marking. • Develop footwork. • Play to rules. 	
	Tag Rugby	<ul style="list-style-type: none"> • Evade and tag opponents while keeping control of the rugby ball. • Pass the ball accurately and receive the ball safely including whilst on the move and in a game situation. • Apply learnt skills in a game of rugby. 		<ul style="list-style-type: none"> • Evade and tag opponents running at speed, changing direction and developing control. • Pass & receive at speed in game situation. • Refine attacking and defending skills. • Develop team tactics. 	
	Rounders		<ul style="list-style-type: none"> • Throw at others and a target under pressure. • Catch consistently under pressure. • Strike a stationary ball demonstrating correct grip. • Develop fielding techniques. 		<ul style="list-style-type: none"> • Throw and catch a ball at varying heights consistently. • Strike a bowled ball consistently into different spaces. • Stop a moving ball consistently. Use the long barrier technique. • Apply apt strategies when fielding. • Compete in a full rounders game with understanding of rules.



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Tennis Handball Basketball	Tennis	<ul style="list-style-type: none"> • Demonstrate the ready position and react to ball direction, including correct position to attempt shot. • Play a simple forehand and backhand shot. • Simulate the throw of a serve. • Move and catch the ball correctly applied to the layout of a court. • Throw the ball with accuracy when on a court. 		<ul style="list-style-type: none"> • Show developing control of the ball. Play forehand and backhand shot with increased confidence and accuracy. • Serve accurately underarm and overarm. Return serves. • Take correct positions on a court. • Play strategically aiming for points.
	Handball	<ul style="list-style-type: none"> • Throw and catch using different techniques. • Pass and shoot the ball accurately and within a competitive situation. • Dribble with ball and make a pass. • Move using space appropriately. 		<ul style="list-style-type: none"> • Developing dribbling and shooting withing game situations. • Accurately pass a ball. • Intercept a pass. • Defend in game situations. • Demonstrate goalkeeper skills. • Apply skills to a full game situation.
	Basketball	<ul style="list-style-type: none"> • Dribble under pressure. • Pass & catch a basketball using chest bounce, developing to doing so whilst on move. • Pivot to take, receive and make pass. 		<ul style="list-style-type: none"> • Shoot with the correct technique at end of a dribble. • Defend using defensive stance & mark. • Develop accuracy of pivot to take receive and make pass. • Apply skills to full size game.



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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
OAA (Outdoor Adventurous Activities)	<ul style="list-style-type: none"> • Begin to work with a partner to meet a challenge. • Use communication to guide your partner through a course when blindfolded. • Begin to travel in different directions under instruction, to locate treasure with a partner. • Identify ways of travelling to include hopping, jumping and leaping, whilst using co-ordinates to make maps. • Continue to develop team skills while attempting to complete a task 	<ul style="list-style-type: none"> • Work within a team to find solutions. • Develop the ability to work with a variety of partners, providing instruction while creating an obstacle course. • Begin to use co-ordinates and confidently navigate through a map using North, South, East and West. 	<ul style="list-style-type: none"> • Orientate themselves with increasing confidence and accuracy around a small area/trail. • Begin to use navigation equipment to orientate around a trail/area. • Identify and use effective communication to begin to work as a team. 	<ul style="list-style-type: none"> • Orientate themselves with increasing confidence and accuracy around a small area/trail. • Begin to use navigation equipment to orientate around a trail/area. • Identify and use effective communication to begin to work as a team. • Create a short trail for others with a physical challenge. 	<ul style="list-style-type: none"> • Orientate themselves with confidence and accuracy around a course. • Use navigation equipment (maps, compasses) to orientate a trail/area. • Compete in orienteering activities as part of a team and individually. 	<ul style="list-style-type: none"> • Orientate themselves with confidence and accuracy around a course when under pressure. • Use navigation equipment (maps, compasses) to orientate a trail/area. • Compete in orienteering activities as part of a team and individually. • Design a clear course that offers challenge to others.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Mindfulness	<p>Follow the Striver unit for Mindfulness:</p> <ul style="list-style-type: none"> • Learn what the word 'Mindfulness' means and try some techniques. • Mindful exploration of the sounds around. • Explore breathing with a breathing buddy. • Explore barefoot walking. • Practice close attention with the aid of stones and leaves as focus objects. • Reflection and visualisation. <p>To supplement any lessons with extra movement, it can be paired with Cosmic Kids Yoga.</p>	<p>Follow the Striver unit for Mindfulness:</p> <ul style="list-style-type: none"> • Reacquaint themselves with some mindful techniques. • Mindfulness exercise using a mind jar as a focus object. • Practice mindfulness outdoors. • Sending thoughts and gratitude. • Practice mindful eating. • Visualisation. <p>To supplement any lessons with extra movement, it can be paired with Cosmic Kids Yoga.</p>	<p>Follow the Striver unit for Mindfulness:</p> <ul style="list-style-type: none"> • Reacquaint themselves with some mindful techniques. • Mindful exploration of the sounds around outdoors. • Sending thoughts, gratitude and positive wishes. • Close attention with the aid of focus objects. • Use their own bodies as a focus for mindfulness. • Guided visualisation. <p>To supplement any lessons with extra movement, it can be paired with Cosmic Kids Yoga.</p>	<p>Follow the Striver unit for Mindfulness:</p> <ul style="list-style-type: none"> • Reacquaint themselves with some mindful techniques. • Explore how colours can make you feel and reflect. • Explore barefoot walking. • Mindfulness exercise using a mind jar. • Mindful colouring exercise. • Guided visualisation. <p>To supplement any lessons with extra movement, it can be paired with Cosmic Kids Yoga.</p>	<p>Follow the Striver unit for Mindfulness:</p> <ul style="list-style-type: none"> • Reacquaint themselves with some mindful techniques. • Cooperative mindful doodling exercise. • Mindfulness outdoors. • Sending thoughts and gratitude. • Dividing attention between more than one input. • Guided visualisation. <p>To supplement any lessons with extra movement, it can be paired with Cosmic Kids Yoga.</p>	<p>Follow the Striver unit for Mindfulness:</p> <ul style="list-style-type: none"> • Reacquaint themselves with some mindful techniques. Reflect on how they can help with upcoming transitions. • Find out what parts of the brain are involved in our emotions. • Mindfulness exercise using a mind jar. • Practice mindful eating. • Use their own bodies as a focus for mindfulness. • Reflect upon experiences of mindfulness using visualisation. <p>To supplement any lessons with extra movement, it can be paired with Cosmic Kids Yoga.</p>
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