

### How does it meet requirements from the Welsh Government?

- Meets several elements of Physical Development, Personal and Social Development, Well-being and Cultural Diversity Outcomes, Creative development outcomes, Oracy and Communication Outcomes across **Foundation Phase** and **Key Stage 2** curriculum.
- Supports the vision of **Qualified for life**—inspiring children to succeed and enjoy learning where the potential of every young child is actively developed. Attractive and engaging learning that promotes and develops individuals and independence that enables them to apply knowledge and skills.
- **Meets requirements for ESTYN:**
  - Attitudes to keeping healthy and safe: pupils have a secure understanding of keeping healthy through what they eat and drink and physical exercise.
  - Participation, enjoyment and learning, behaviour and attitudes: pupils demonstrate good behaviour in lessons and around school. Observe whether pupils are considerate and courteous and relate well to others and adults. Pupils attitudes to learning, interest in work and ability to sustain concentration and engagement.
  - How children participate in decision making, including that of their topics and schemes of work. How the school make the pupils feel valued, how pupils take on responsibilities and play a part in the community.
  - Social and Life skills: How well pupils show respect, care and concern for others. How pupils work with others to develop and improve their own learning. How the school prepares pupils for life and outside of school.
  - Levels of well being : How pupils display pride and confidence in their work. Behaviour and attitudes reflect their full participation in learning and making decisions. Pupils feel safe and have positive attitudes to healthy living and eating. They enjoy physical activity.
  - Flexible, responsive and innovative programmes of study resulting in a broad and balanced curriculum.
  - Creating a curriculum that is innovative and creative in a positive way to enable initiatives to be taken forward to benefit all pupils. Including how well these activities enrich the learning and experiences of disadvantaged pupils.
  - Considerations of extra curricular activities and how these cohere with main stream learning.
  - Education for sustainable development and global citizenship: the curriculum and extra curricular activities help pupils to develop the knowledge, understanding, skills and values of ESGC
  - How the school contributes to global citizenship, for example, through developing an understanding of the wider world
- When teachers and then parents train—they are supporting one another and the community aspect and responsibility for education and learning.
- Helps to raise and maintain school standards through a continual and sustainable approach



### Mini Me Yoga Programmes:

#### Mini Me Yoga Foundation:

2 hour workshop learning a 15 minute simple yoga programme that incorporates yoga, positive thinking, mindfulness and meditation techniques.

#### Mini Me Yoga Explorers Club:

3 hour workshop—expanding from the foundation programme incorporating props and music alongside developing 15, 30 and 45 minute lessons. Includes lesson plans.

#### Mini Me Meditation:

In two hours introduce meditation to children in a simple way using relaxation, guided visualisations, mindfulness colouring mandalas and your own templates to write meditations with children.

### What does it bring to the pupils?

- Builds co operation and team building skills
- Recognition of their place in the community and wider world
- Recognition of importance of self
- Enjoyment, laughter
- Builds confidence
- Builds self-esteem
- Reinforces positive thinking
- Develops life skills and strategies for coping
- Improves concentration & focus
- Develops balance, flexibility



## **Foundation Phase Outcomes:**

linked to the Mini Me Yoga

Programmes

### **Personal and social development, Well-being and Cultural Diversity:**

- Bronze; Children engage in social games. Children respond to being calmed and show a range of emotions clearly.
- Silver: Children engage and explore a range of social activities. Respond to regulation of familiar adult.
- Gold: Start engaging in a range of familiar activities. Start to help with and respond to care routines.
- Outcome 1: Children are dependant on familiar adults emotionally. Start to express how they feel and respond. May have tantrums when frustrated but understand some behaviours are unacceptable.
- Outcome 2: Demonstrate affection towards others. Become aware that they have their own feelings and emotions and identify those of others.
- Outcome 3: Children become more independent in learning and exploring. Recognise and sensitive to needs of others. Beginning to recognise appropriate behaviour in a range of situations. Begin to respect people, creatures and world around them. Demonstrate some control over emotions.
- Outcome 4: Increasingly show self control. Able to concentrate on a task. Support, comfort and help other children when they are sad and upset. Aware of differences between themselves and peers. Aware of healthy eating habits.
- Outcome 5: Recognise and express their feelings appropriately. Respect others. More aware of people's feelings, views and beliefs. Understand rules of play. Greater understanding of the consequences of our actions. Able to control emotions and keep their bodies healthy.
- Outcome 6: Children have learned that they can and often do control emotions. Understand people are different preferences, views and beliefs. Demonstrate skills of perseverance, concentration and motivation. Demonstrate appropriate self control. They understand how they can improve their learning and can be reflective.

### **Physical Development:**

- Outcome 1: develop increasing control of large body movements, can perform more than one action and move in different ways.
- Outcome 2: show improved balance and coordination. Explore play alone, in pairs, groups. Listen to instructions and start and stop on command. Follow simple rules of a game. Stand on one foot for a moment.
- Outcome 3: Show increasing control and coordination in a variety of ways. Listen and respond to instructions. Perform basic physical skills and improve what they do.
- Outcome 4: Stand on tiptoes. Move in a variety of ways. Develop performance of simple skills, alone and with a partner. Use balance and stillness in gymnastic activities. Show increasing awareness of the space away from others. Improve what they do by coping, watching and helping others. They recognise how their breathing changes when they exercise and understand how they feel.
- Outcome 5: Children are becoming stronger and more agile. Explore and move with increasing confidence and physical control. They practise to improve their skills and begin to link actions. They talk about what they have done and make suggestions for improvements. They recognise and describe physical changes to their bodies.
- Outcome 6: Use and develop skills with improving coordination and control. Gymnastic actions show improved tension and clearer shape, linked actions show fluency. They cooperate in solving problems when working with others. They watch each others performances and comment. Use understanding to improve own skills and performance. Describe how exercise affects the body and why it is good for them.

### **Creative Development:**

- Outcome 1: Recognise and explore simple routines. Imitate actions. Use contrasting actions and hold positions.
- Outcome 2: Respond to open questions about work. Create varied body shapes and changing directions
- Outcome 3: Express opinions about work. Participate in planning of future activities by reflecting. Increasingly collaborate with others. Express ideas and moods such as happy or sad in simple movements they can repeat, showing varied body shapes and changes in level and direction.
- Outcome 4: They express ideas through movements that vary in shape, size, movements of stillness and held balances. Increasing awareness of space and control.
- Outcome 5: They recognise similarities and differences between own work and others and use communication skills to describe what they think and feel. They begin to link and repeat simple movements and improve skills so actions have clearer shape and control.
- Outcome 6: Control breathing in order to enhance performance. Movements begin to show coordination, fluency and control through improved tension.

## **Key Stage 2 Targets:**

### **Physical Development:**

- Develop coordination, gross motor skills, confidence, controlled body movements, develop muscle tone, appropriate tension and balance.
- Link basic actions in a sequence and improve control and use of different shapes at different levels, direction.
- Develop an understanding of how our bodies move and the affects of exercise on our body and that regular exercise improves health and fitness
- Move with increasing control and coordination, including spatial awareness, becoming proficient at basic actions such as transferring weight, balancing
- Understand rules and elements of games and to be able to plan simple cooperative games.
- Describe what happens to their breathing and how they look and feel after exercise

### **Physical Education: Adventurous Skills:**

- Overcome challenges of a physical and problem solving nature with a partner or small group
- Acquire skills necessary for activity
- Identify why they should be mindful of their own and others' safety
- Apply skills in different environments
- Develop problem solving, communication and teamwork

### **Physical Education: Creative Skills:**

- Recognise the principles of simple compositions and choreography in order to use them to plan sequences and a range of movement patterns
- Respond to stimuli
- Represent and respond to information in different forms showing awareness of audience and purpose
- Developing weight transference
- Composition of sequences including level and direction

### **Physical Education: Health, Fitness and Well-being:**

- Daily physical activity through opportunities in school, at home and in the community
- Understand how exercise affects the body
- Sustain activity over appropriate periods of time in a range of activities
- Describe how they feel when doing different activities

### **Sustainable Development & Global Citizenship:**

- Appreciate the natural world as a source of inspiration
- Develop a positive attitude
- That local actions have global effects because of connections between places and people

### **Active Citizenship:**

- Develop respect for themselves and others
- Value families and friends as support
- Value diversity and recognise the importance of equality of opportunity
- Participate in school life
- Challenge learners and allow access to a range of learning opportunities within school

### **Health & Emotional Well-being:**

- Take responsibility for keeping the mind and body safe and healthy
- Feel positive about themselves and be sensitive towards the feelings of others
- Understand the features of both physical and emotional benefits of a healthy lifestyle
- Understand the range of their own and others emotions

### **Moral and Spiritual Development:**

- Explore personal values
- Have respect for rules
- Understand how actions have consequences
- Enjoy and value learning and achievements
- Take increasing responsibility for their learning

### **Mathematics:**

- Transfer mathematical skills to variety of contexts and situations
- Use appropriate symbols and measurements to make comparisons
- Recognise and generalise in words, patterns that arise in spatial or practical situations.
- Visualise and describe shapes and movements.

### **English: Oracy:**

- Listen carefully and make connections between what they are learning and what they know
- Check understanding through questioning and comments
- Contribute to group discussions and use talk to complete tasks
- Help a group reach an agreement considering reasons and justifications
- Explain ideas using relevant vocabulary
- Increase confidence in language
- Communicate for a range of purposes