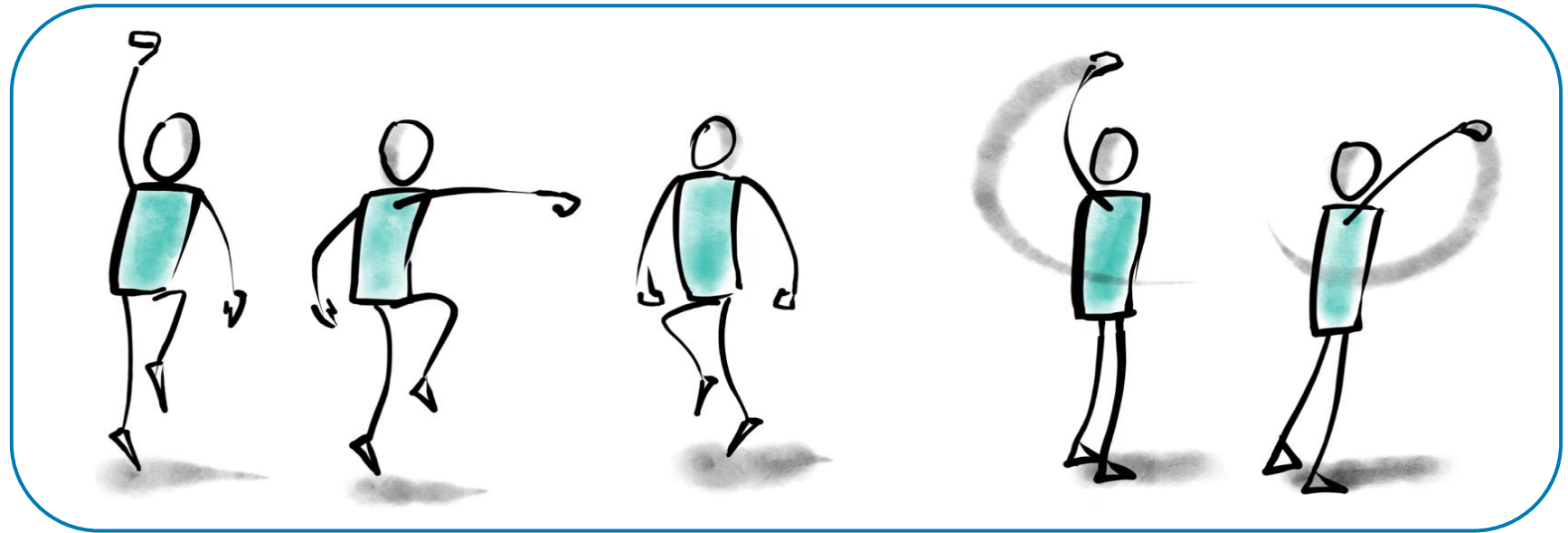


how to set up:

- pupils need to be inside a large area, in a safe space



how to play:

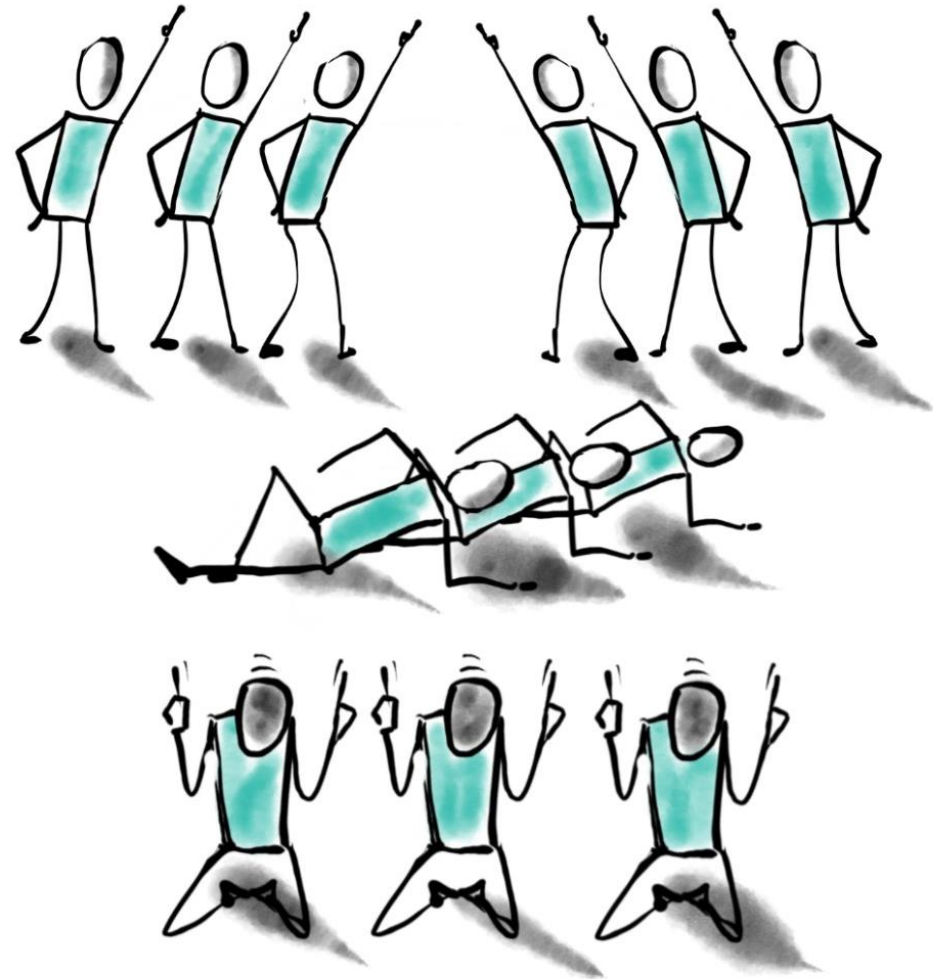
- the aim of the following activities is to mobilise the joints and get them ready for exercise
- twister: feet shoulder width apart – keep arms straight raise arms to shoulder height and hold- keep feet still, twist top half of the body from one side to the other – keep twisting the body at hips
- side lean: feet shoulder width apart – hands on hips – back straight, try not to lean forwards or backwards, bend to one side, hold for 3 seconds then lean to the other side hold 3 seconds and repeat
- shoulder rotation: hold arms straight out at side of body at shoulder height – rotate arms to create large circles – try and get the arms brushing the ears and hips as they rotate
- variations: move one arm at a time; both arms together; arms forwards/ backwards
- knees-up: stand tall with back straight, looking forwards – walking on the spot lifting knees up high in front of the body – knees should come level with hips – increase speed to jogging and then running

This is a summary of a full plan available at www.PEplanning.org.uk.

Please consider individual pupil requirements and carry out a risk assessment of facilities and equipment before your lesson.

how to play:

- the children work in groups of 3 to create their own tutting street dance routine
- play the section of the track they are going to choreograph their dance routine to (1:21 – 2:14) – 54 counts
- the first part of the routine involves the children moving from their position in their triangle to a space with their group
- each group must create a phrase that includes the following:
 - 1. starting positions 2. movements in unison 3. levels – moves at different levels 4. include 'tutting' actions 5. finishing positions
- the whole group must have input and be involved in the creation of the phrase
- once they complete their routine the children have 8 counts to walk and find a space facing a partner (2:15 – 2:22)
- keep repeating the section of the track as the children create and practice their phrase



how to set up:

- pupils need to be inside a large area, in a safe space

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Please consider individual pupil requirements and carry out a risk assessment of facilities and equipment before your lesson.



how to play:

- children need to walk around the area on their own
- as they are walking around the area ask the children to focus on their breathing – breathe in and out slowly
- encourage the children to move increasingly slowly around the area

how to set up:

- pupils need to be inside a large area, in a safe space