



P.E. Programme of Study

Purpose of Study

Our school curriculum will ensure;

To teach and embed a solid foundation of physical skills that can be transferred through a range of sports and physical activities and show children how to improve in a fun, safe and motivating environment. In correlation to physical and skill development, an emphasis is placed on a holistic approach to P.E, extending the focus to mental, social and emotional well-being. At Ivanhoe we envision all children will develop a passionate and valued attitude towards sport and physical activity and this will be nurtured and endorsed through stimulating and engaging activities across the whole school curriculum. It is intended that all learners, irrespective of their innate and physical ability, will enjoy success and love being active. Children will have opportunities to reflect on their own personal development to become the best that they individually can be, and will be provided with opportunities to take pride in and celebrate their achievements. There will be a strong focus on the promotion of the health benefits related to physical activity and we will endeavour for our pupils to develop a healthy approach towards sport and physical activity, which will lead to them fostering a physical wellbeing and a healthy lifestyle in order to establish long lasting lifestyle messages.

The national curriculum states that;

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.

Aims

Our school curriculum will ensure;

- ✓ that children will have a real zest and enthusiastic approach towards sport and physical activity
- ✓ an increase in pupils' participation in and enjoyment of physical activity within and outside the curriculum
- ✓ that children will be encouraged to adopt physical activity as a natural factor of life
- ✓ children will be provided with a selection of sporting and physical activity experiences which they may not otherwise get the opportunity to do
- ✓ children are introduced to a wide variety of sports and the teaching of physical skills, tactics and emotional and physical well-being will be taught on a progressive basis from Y1 through to Y6
- ✓ that all children are given equal opportunities to compete at an intra and inter school level
- ✓ that children develop an understanding of the effects of exercise on the body, and an appreciation of the value physical activity has in maintaining a healthy lifestyle
- ✓ that children have the chance to reflect on their own personal development both skill-related and personal including, but not limited to, Ivanhoe's learning behaviours: pride, resilience, determination, independence, respect and curiosity
- ✓ that children have the opportunity to take pride and celebrate their accomplishments.

The national curriculum for P.E aims to ensure that all pupils:

- 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.



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Early Years Foundation Stage

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. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Ball Skills & Games

- ✓ Explore sending and receiving (S&R) with hands and feet using a variety of equipment, focusing on looking at the target and keeping the ball close.
- ✓ Develop control in rolling, throwing, dropping and catching using two hands, including tracking, stopping and scooping a ball safely.
- ✓ Develop spatial awareness by recognising own space and moving safely
- ✓ Explore movement skills in game contexts, including changing direction, running, stopping and tagging games, understanding different roles and basic rules
- ✓ Cooperate with others, follow rules and make safe choices.

Dance

- ✓ Explore how the body can move in different ways.
- ✓ Develop awareness of how the body can be moved purposefully to create simple movement.
- ✓ Begin to structure movement into a short dance.
- ✓ Develop simple motif creation in response to stimuli.

Gymnastics

- ✓ Explore & develop how the body can make different shapes, and use these shapes to move with control and variety.
- ✓ Explore rocking and rolling actions, understanding how changing body shape helps movement and flow.
- ✓ Explore shapes in stillness through balances, using different body parts and understanding that the body must be still and controlled when balancing.
- ✓ Explore jumping safely, focusing on controlled take-off and landing technique (bending knees to absorb impact) and combining jumps, balances and rolls in simple sequences.

Athletics

- ✓ Move in different directions with control at speed, developing safe and effective running technique.
- ✓ Begin jumping over short distances with control, focusing on correct take-off and landing positions.
- ✓ Begin sending and receiving objects with a partner, using basic control techniques to throw and stop different equipment.
- ✓ Combine running, jumping, and sending/receiving skills in simple activities, demonstrating control, coordination and safe movement choices.



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Key Stage 1

Our school curriculum will ensure children are taught:

- ✓ fundamental skills (agility, balance and coordination) through pure excitement, enjoyment and challenge
- ✓ the techniques of running, jumping, throwing and catching through fun and memorable games to ensure that these basic skills are rooted ready to be built upon in KS2
- ✓ perform simple dance movements with a purpose
- ✓ to have an excitement towards competition and have an understanding of what it means to win and lose
- ✓ the importance of teamwork and sportsmanship
- ✓ to be enthusiastic and show self-confidence when presented with a new challenge
- ✓ to cooperate with others and share equipment
- ✓ to begin to see a relationship between skills and a variety of different sports
- ✓ understand simple changes to your body when exercising and some reasons why exercise is important to health and well-being.

The National Curriculum states pupils should be taught:

- 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.

Gymnastics

Year 1

- ✓ Introduce basic shapes (straight, tuck, pike, straddle)
- ✓ Apply shapes in balances, focusing on tension, extension and curling, with a 5-second hold.
- ✓ Develop controlled landings and shape jumps, including jumping from low apparatus
- ✓ Explore rolling actions, introducing barrel rolls and basic forward roll progressions
- ✓ Combine shapes, balances, jumps and rolls into short sequences, demonstrating control, clarity and smooth transitions.

Year 2

- ✓ Explore a range of gymnastic shapes within balances
- ✓ Learn and apply teaching points for barrel, straight and forward rolls
- ✓ Develop rolling sequences by selecting appropriate rolls
- ✓ Combine and refine balances in sequences
- ✓ Develop shape jumps and take-off combinations, applying correct landing technique within sequences

Dance

Year 1

- ✓ Copy and mirror street dance movements with increasing accuracy, focusing on control.
- ✓ Explore travelling actions in street dance, moving over, under and around space.
- ✓ Develop movement ideas that show simple meaning, using street dance actions to represent ideas, moods or characters.
- ✓ Create character-based street dance actions and link them into short movement phrases.
- ✓ Apply simple choreographic relationships such as leading and following and mirroring within duet or group street dance work.
- ✓ Create and perform a short street dance phrase

Year 2

- ✓ Develop coordination and accuracy in focusing on clean execution, rhythm and control.
- ✓ Explore how facial expressions and movement can communicate emotion and character
- ✓ Apply performance skills by responding to music, using timing, energy and style appropriate
- ✓ Understand and apply the difference between whole-class performance and duet work,
- ✓ Apply spatial and dynamic choices in street dance choreography, using unison and cannon to communicate ideas.
- ✓ Perform a street dance routine demonstrating coordination and expression



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| Run, Jump Throw (Athletics) | |
|--|--|
| Year 1 | Year 2 |
| Unit 1 <ul style="list-style-type: none"> ✓ Start and stop at speed ✓ Use our leading arm to help us throw. ✓ Take off on two feet to jump for distance ✓ Use correct technique to throw different objects for distance ✓ Move in different ways to show good balance, coordination and agility. ✓ Take part in a competition using running, jumping, and throwing skills | Unit 1 <ul style="list-style-type: none"> ✓ Start and stop at speed ✓ Create power with our legs to turn at speed ✓ Move through an obstacle course with speed and control ✓ Choose the best throw for different situations ✓ Work with our partner and explore different jumps for distance ✓ Compete as part of a team to run, jump and throw |
| Hit, Catch, Run (Striking & Fielding Games) | |
| Year 1 | Year 2 |
| Unit 1 <ul style="list-style-type: none"> ✓ Select space to throw or roll a ball into ✓ Track and collect a rolling ball ✓ Catch a ball to stop an opponent scoring ✓ Use our hands to hit a ball ✓ Hit a ball off a cone ✓ Work as a team to score points | Unit 1 <ul style="list-style-type: none"> ✓ Hit a ball and score points by running to cones ✓ Defend a target by kicking ✓ Bowl underarm with control ✓ Hit a ball using different bats and techniques ✓ Throw accurately to a base ✓ Apply our striking, fielding skills in a game situation |
| Attack, Defend, Shoot (Invasion Games) | |
| Year 1 | Year 2 |
| Unit 1 <ul style="list-style-type: none"> ✓ Hit a target ✓ Defend a target ✓ Roll and slide balls and beanbags ✓ Shoot in a game to get points ✓ Work with a partner to score points ✓ Use our attacking and defending skills in a game | Unit 1 <ul style="list-style-type: none"> ✓ Kick the ball over long and short distances ✓ Stop a ball with control using the foot ✓ Work as a team to keep the ball ✓ Bounce a ball with my partner ✓ Bounce the ball while we are moving ✓ Pass the ball forward in a game |
| Send & Return | |
| Year 1 | Year 2 |
| Unit 1 <ul style="list-style-type: none"> ✓ Slide a beanbag to a target ✓ Hit a ball in different ways with our hands ✓ Move towards a ball to return it ✓ Work with a partner to stop and return a beanbag ✓ What a rally is and rallying with a partner ✓ Send a ball into space to make it harder for our opponent | Unit 1 <ul style="list-style-type: none"> ✓ Stay on our toes to move quickly to the ball ✓ Identify which hand is dominant in a game ✓ Basic rules of serving to our partner ✓ Develop agility and use it in a game ✓ Use the correct grip to hit a self-fed ball ✓ Use the ready position in a rally |



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Key Stage 2

Our school curriculum will ensure children are taught to:

- use a range of techniques, building on prior taught skills and learn new skills that can be used over a broad variety of competitive sport
- develop an understanding of the relationship and transferable opportunities of these skills, techniques and tactics between sports
- develop an understanding of the physical and mental changes, both long and short term, and how this will benefit them in physical activity and specific sports
- understand the benefits of collaborating with others and how that affects team and individual performance
- lead activities and events
- understand the benefits physical activity has on the body and mind
- use dance as a catalyst for learning within a cross curricular framework.

The national curriculum for P.E aims to ensure that all pupils:

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. Pupils should be taught to:

- 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.

Dance

| Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|--|--|
| <ul style="list-style-type: none"> ✓ Learn and recall simple street dance movement phrases from memory ✓ Develop performance of character through movement to show style and attitude. ✓ Use focus and performance skills when dancing. ✓ Explore how to connect with an audience, developing performance focus, energy and street dance style. ✓ Order and structure movement ideas to create a simple street dance routine, ✓ Develop duet work in street dance, understanding action and reaction. | <ul style="list-style-type: none"> ✓ Develop control and precision, refining basic actions to improve quality, style and accuracy. ✓ Explore how gestures, jumps, turns and balances can be used to communicate character, attitude and intent. ✓ Select and apply basic street dance performance skills. ✓ Generate and refine street dance ideas. ✓ Understand and apply choreographic devices in street dance, including formations and canon, and introduce trio performance work. ✓ Create and perform a street dance trio. | <ul style="list-style-type: none"> ✓ Refine street dance movements and apply stylistic features. ✓ Explore how changes in dynamics can be used to alter actions and create contrast in street dance. ✓ Develop confident performance skills, focusing on aesthetics such as style, posture, focus and stage presence. ✓ Learn and apply group patterns ✓ Develop the use of transitions to link movements smoothly. ✓ Create and perform a street dance routine that communicates a clear theme. | <ul style="list-style-type: none"> ✓ Combine physical skills and techniques to produce well-executed movement, exploring both street dance and physical theatre styles. ✓ Develop performance skills with focus on expression and artistry, using facial expression, energy and intention. ✓ Explore features and performance devices. ✓ Develop duet work ✓ Craft short dance phrases using repetition and relationships. ✓ Combine and perform a duet using street dance and physical theatre styles |



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| Athletics | | | |
|---|--|--|--|
| Year 3 | Year 4 | Year 5 | Year 6 |
| <ul style="list-style-type: none"> ✓ Jumping and hopping in sequence ✓ Run at different speeds ✓ Approach and jump hurdles ✓ Throw a javelin using the pull throw technique ✓ A variety of skipping techniques ✓ Keep score accurately over a range of events | <ul style="list-style-type: none"> ✓ Challenge ourselves in running, jumping and throwing tasks ✓ Accelerate over short distances ✓ Run and jump using a one-footed take-off ✓ Use a sling action to throw a discus ✓ Run on a curve and exchange a baton in our team ✓ Apply the skills we have developed in a competitive way | <ul style="list-style-type: none"> ✓ Run for speed and distance on our own and as part of a team ✓ Pacing, to run over longer distances ✓ Different jumping styles and exploring which ones we can jump further with ✓ Use the push throw technique ✓ Exchange a baton within a restricted area ✓ Design a running, jumping or throwing activity for others using the STEP principle | <ul style="list-style-type: none"> ✓ Sprint start technique to increase our running speed ✓ The three phases of triple jump ✓ The heave throw technique and what it is used for ✓ Assess our own ability to play our role in paralauff running 5. ✓ The scissor jump technique and when it would be used in athletics ✓ Record and relay results over a range of track and field events |
| Striking & Fielding Games (cricket/rounders) | | | |
| Year 3 | Year 4 | Year 5 | Year 6 |
| <ul style="list-style-type: none"> ✓ Strike balls into space with control and accuracy using a range of techniques, including hitting stationary and moving balls. ✓ Bowl with increasing consistency and accuracy, ✓ Use effective fielding techniques to stop and collect moving balls, including applying the long barrier and positioning the body correctly. ✓ Throw overarm with power and accuracy over longer distances. ✓ Apply specialist roles and responsibilities within striking and fielding games. ✓ Select, apply and adapt skills, tactics and decision-making. | <ul style="list-style-type: none"> ✓ Strike the ball into different spaces and directions using a range of shots. ✓ Develop tactical awareness when batting by deciding when to run, scoring singles, and moving safely between bases or posts to avoid getting out. ✓ Intercept and field moving balls effectively. ✓ Bowl accurately using both underarm and overarm techniques. ✓ Apply fielding roles and responsibilities effectively. ✓ Understand and apply the rules, scoring systems and tactics. | <ul style="list-style-type: none"> ✓ Work cooperatively with teammates and partners to score runs and make effective decisions. ✓ Strike the ball with control and purpose using defensive and attacking shots to place the ball into gaps and maximise scoring opportunities. ✓ Judge when and how far to run based on the quality and distance of a hit. ✓ Throw with power and accuracy over short distances to apply pressure and get batters or runners out. ✓ Track, collect and field the ball consistently by following its path. ✓ Apply tactics and game understanding effectively by setting fields, using rules strategically, and limiting the scoring opportunities of opponents | <ul style="list-style-type: none"> ✓ Strike the ball using a range of attacking and defensive shots. ✓ Bowl with attacking intent and tactical awareness. ✓ Track, judge and catch high balls consistently. ✓ Work collaboratively in pairs and teams when fielding to restrict runs, cover space effectively and support teammates. ✓ Apply tactical field placements including attacking, defensive and ring fields to limit scoring opportunities and create chances to get players out. ✓ Use tactical decision-making in competitive games by applying attacking and defensive strategies when batting, fielding and running between bases. |



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| Invasion Games (hockey/football/netball/handball/basketball) | | | |
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| Year 3 | Year 4 | Year 5 | Year 6 |
| <ul style="list-style-type: none"> ✓ Keep control of the ball ✓ Perform accurate passes ✓ Receive the ball effectively ✓ Pass into space rather than just to a player ✓ Move into space to receive the ball ✓ Use dodging or agility to get free ✓ Work together to move forward and keep possession ✓ Apply skills in game situations to create scoring chances ✓ Use a strong defensive body position ✓ Block, intercept, and prevent passes | <ul style="list-style-type: none"> ✓ Maintain control while dribbling ✓ Use turns to keep possession and escape defenders ✓ Apply quick feet and preliminary movements to stay agile ✓ Perform accurate passes ✓ Pass over short and long distances with control ✓ Run onto the ball to receive it in space ✓ Maintain possession through effective passing and receiving ✓ Perform basic shooting techniques in game situations ✓ Use man-to-man and one-to-one marking | <ul style="list-style-type: none"> ✓ Travel quickly while maintaining control of the ball ✓ Perform accurate passes under pressure ✓ Select the correct pass for different game situations ✓ Pass and move to support teammates ✓ Find space to receive the ball effectively ✓ Get into closer, high-quality shooting positions ✓ Apply power and accuracy under pressure ✓ Apply blocking techniques to stop shots ✓ Use close man-to-man marking to limit opponents | <ul style="list-style-type: none"> ✓ Use close control and retreat dribbling to keep possession under pressure ✓ Perform sport-specific dribbles with control ✓ Protect the ball when under defensive pressure ✓ Use movement skills to get free ✓ Make decisions about when and where to pass ✓ Drive forward with control and purpose ✓ Shoot under pressure with accuracy and consistency ✓ Use goal-side marking and partner defence to restrict space ✓ Intercept passes and contest rebounds |
| Net & Wall Games (tennis/badminton/volleyball) | | | |
| Year 3 | Year 4 | Year 5 | Year 6 |
| <ul style="list-style-type: none"> ✓ Use a range of shots and contacts with control ✓ Serve accurately to start and maintain rallies ✓ Move effectively to receive and return the ball or shuttle ✓ Sustain rallies cooperatively with a partner or team ✓ Apply the rules, boundaries and scoring systems ✓ Work collaboratively and apply tactics in game situations | <ul style="list-style-type: none"> ✓ Use a range of attacking and defensive shots with increasing control and accuracy ✓ Apply movement and positioning effectively on court ✓ Serve accurately and consistently ✓ Sustain rallies and build successful attacks cooperatively ✓ Use tactical and creative shot selection ✓ Apply skills, teamwork and decision-making in competitive situations | <ul style="list-style-type: none"> ✓ Use a wide range of shots with accuracy and control ✓ Apply effective footwork and court movement ✓ Use tactical court positioning and formations ✓ Serve accurately and consistently in competitive situations ✓ Select and apply the most appropriate shots and tactics ✓ Combine movement, shot selection and tactical awareness in competition | <ul style="list-style-type: none"> ✓ Use a range of attacking shots effectively in doubles play ✓ Develop close-to-the-net skills and reaction time ✓ Apply defensive and attacking formations in doubles ✓ Communicate effectively with a partner in doubles games ✓ Use a variety of shot techniques with increasing control ✓ Apply knowledge of rules and scoring systems in competition |



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| OAA | | | |
|---|---|---|--|
| Year 3 | Year 4 | Year 5 | Year 6 |
| <ul style="list-style-type: none"> ✓ Use clear communication, strength and flexibility to complete a task. ✓ Work with others to recognise and match colours and symbols ✓ Follow and create action pathways using an Action Map Key ✓ Work with others and identify what went well and what we could do to improve. ✓ Work together in different roles to build, defend, and knock down castles in a team game ✓ Safely take part in trust-based activities. | <ul style="list-style-type: none"> ✓ Recognise and move using cardinal compass point ✓ Name and recognise the intercardinal points of the compass ✓ Complete an orienteering task quickly but calmly ✓ Work with a partner to use a map to follow a route ✓ Recognise and recall common map symbols from a key. | <ul style="list-style-type: none"> ✓ Explore different ways of communicating with a blindfolded partner. ✓ Navigate a space and record information accurately ✓ Use memory and observation to navigate ✓ Use clear communication to recreate a shape as a team. ✓ Use creativity and problem-solving to build the tallest marshmallow tower ✓ Send and interpret messages using Morse Code. | <ul style="list-style-type: none"> ✓ Work with a partner to successfully orient and follow a map. ✓ Identify objects for a scavenger hunt from a written description. ✓ Safely perform a pyramid balance in a small group. ✓ Work together, stay in control, and persevere when solving physical challenges ✓ Create a fun and challenging game for others to complete. ✓ Listen to others to refine and adapt ideas to complete a complex task. |
| Gymnastics | | | |
| Year 3 | Year 4 | Year 5 | Year 6 |
| <ul style="list-style-type: none"> ✓ Explore matching and contrasting shape ✓ Develop control in point and patch balance ✓ Introduce and refine straight, barrel and forward rolls ✓ Apply rolls within simple sequences ✓ Develop shape jumps, stepping into take-off ✓ Combine balances, rolls and jumps into sequences | <ul style="list-style-type: none"> ✓ Develop a wider range of shapes in sequences, including inverted shapes such as bridge and shoulder stand ✓ Develop strength and control in inverted balances (bridge and shoulder stand) ✓ Develop straight, barrel, forward and straddle rolls ✓ Apply rolls within sequences ✓ Develop control and fluency in individual and partner balances ✓ Develop rotation jumps and landings and linking all elements into a final sequence. | <ul style="list-style-type: none"> ✓ Perform basic shapes consistently and fluently within movement ✓ Develop control in rolls (straight, barrel, forward, straddle and backward) ✓ Refine rolling actions by linking them into simple sequences ✓ Explore symmetrical and asymmetrical balances ✓ Select and develop a range of jumps to link actions ✓ Combine shapes, rolls, balances and jumps into a fluent sequence | <ul style="list-style-type: none"> ✓ Combine and perform gymnastic shapes more fluently and effectively ✓ Develop fluency and consistency in straddle, forward and backward rolls, ✓ Refine rolling actions by linking them into short sequences ✓ Explore counter balance and counter tension ✓ Combine and perform a range of gymnastic jumps. ✓ Combine shapes, rolls, balances (including counter balance/tension) and jumps into a fluent sequence. |



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| Dodgeball | | | |
|---|---|--|--|
| Year 3 | Year 4 | Year 5 | Year 6 |
| <ul style="list-style-type: none"> ✓ Throw with power and accuracy to eliminate an opponent. ✓ Catch a quick ball. ✓ Use basic dodging techniques such as sidestep. ✓ Block an oncoming ball. ✓ Quickly decide whether to dodge or catch. ✓ Use key skills and rules in a dodgeball game. | <ul style="list-style-type: none"> ✓ Choose the best release point when throwing ✓ Use a tunnel catch ✓ Dodge by ducking and jumping ✓ Block the ball for a teammate ✓ Develop the tactic of team throws ✓ Use our skills and tactics in a dodgeball game, including the return line | <ul style="list-style-type: none"> ✓ Improve accuracy, aiming at different body areas ✓ Use the snatch catch effectively ✓ Develop smaller dodging movements like the weave and leg lift ✓ Use the block-and-catch tactic ✓ Use counter-attacking tactics in dodgeball ✓ The hand up rule and using it in a game | <ul style="list-style-type: none"> ✓ Improve accuracy, aiming at different body areas ✓ Use the parry catch ✓ Use a leap and dive when dodging ✓ Use defensive formations as a team to block ✓ How to be the last person standing ✓ Use the Multiple Play rule in a game |
| Healthy Active Lifestyles | | | |
| Year 3 Foundations | Year 4 Fitness 1 | Year 5 Fitness 2 | Year 6 Well-being |
| <ul style="list-style-type: none"> ✓ Choose our own pace when exercising. ✓ Difference between static and dynamic balancing. ✓ The name of some of our core muscles. ✓ Use our power and determination to jump higher in leapfrog. ✓ What range of motion is through different types of stretches. ✓ Challenge ourselves in increasingly difficult tasks. | <ul style="list-style-type: none"> ✓ Use coordination in our exercise. ✓ Keep moving even when we are tired. ✓ What and AMRAP stands for and participate in it. ✓ Identify what we find challenging and why. ✓ Work under time pressure. ✓ Beat our previous score and work out the difference in scores. | <ul style="list-style-type: none"> ✓ The signs of dehydration. ✓ Why rest is important, and we should not overdo exercise ✓ Maintain balance while performing. ✓ Why sleep is important. ✓ What a pyramid workout is. ✓ The benefits of 'whole body' exercise. | <ul style="list-style-type: none"> ✓ The steps to juggle three balls. ✓ Simple yoga poses and holding them for 10 seconds. ✓ Some simple aerobics and martial arts moves. ✓ Connect with others through a range of pair and group work. ✓ The steps to spin a ball on our finger. ✓ Improvise to make an audience smile. |