

Year 2 - Movement to Music

Lesson Plan

MOVING

EDSTART

Lesson Objective To be able to move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. **Lesson 1/6**

Equipment Needed Sound system, music,

Success Criteria Children can:

- perform basic body actions and movements.
- vary how they move depending on what body parts they are using.
- come up with their own movements depending on the instructions.
- understand basic ways to travel.

EDSTART KNOW

- I can explain different ways my body can move to music.
- I can describe how tempo changes affect how I travel.
- I can understand the meaning of "travel" in dance.

EDSTART GO

- I can move using slithering, skipping, jumping, crawling, and hopping.
- I can freeze, travel, and respond to Inside/Outside commands.
- I can create my own movements to match music.

EDSTART SHOW

- I can respect others' space while moving.
- I can encourage classmates during games.
- I can celebrate imaginative ideas in movement.

Key Question How can you show rhythm and control while dancing? By listening carefully to the music, moving smoothly, and using your whole body to match the beat.

Warm Up **GROOVY GET-READY:** Play a lively, upbeat song for 3–5 minutes. Pupils copy your movements, stretching, twisting, jumping, and shaking from head to toe in time with the music. Encourage huge smiles, exaggerated actions, and rhythmic movements to warm muscles, boost energy, and build confidence before the main activities begin. **PROGRESSION:** Add clapping patterns, partner mirroring sequences, or rhythmic stomps to challenge timing, coordination, and musical awareness.

Main Activity **COPY CAT GROOVE:** Children copy your easy-to-follow dance moves to songs of different speeds, styles, and moods. Use simple steps like slides, spins, arm circles, and playful jumps, encouraging pupils to express themselves, stay energetic, and move confidently. Celebrate enthusiastic movers and praise creative ideas when they add their own flair. **PROGRESSION:** Allow pupils to lead their own short eight-count routines, sharing their movements for others to follow and enjoy.

MOVE LIKE MAGIC: When you call out "Move like a..." pupils instantly transform into that creature, character, or object. They flap like birds, stomp like dinosaurs, glide like astronauts, or drift like gentle clouds, using imagination and rhythm to bring each movement to life. Encourage varied shapes, travelling paths, and expressive storytelling through movement. **PROGRESSION:** Add props such as ribbons, cones, and scarves or invite pupils to invent brand-new characters and movement ideas.

BOOGIE TRAIN: In groups of four, pupils create a dancing "train." The child at the front becomes the driver and leads the group with their chosen dance actions. When the music stops, the driver rotates to the back and a new leader takes over, keeping the energy fun and fast-moving. Encourage teamwork, creativity, and clear leading skills. **PROGRESSION:** Change leader whenever the music tempo or style shifts to challenge adaptability and rhythm.

FREEZE FUNK: Play upbeat music and let pupils dance freely around the space using big actions, travelling pathways, and expressive movements. When the music stops, they freeze instantly in a creative, balanced pose — tall, tiny, twisted, or funny. When it restarts, they smoothly transition into new movements with confidence and flow. **PROGRESSION:** Add imaginative themes such as robots, ocean creatures, or jungle animals to inspire more adventurous movement styles.

Adapted Learning (Differentiation) (Challenge)

SPACE

Larger spaces for travelling movements; smaller spaces for controlled or precise gestures.

TASK

Start with simple copies, then introduce leadership, characters, props, and themed movements.

EQUIPMENT

Add ribbons, scarves, cones, or music with varied tempos to extend challenge and creativity.

PEOPLE

Work individually, in pairs, or in groups to build confidence, social skills, and cooperation.

Key Technical Point Keep movements controlled, expressive, and in time with the music.

Cooldown **FEATHER FLOAT:** Play calming music as pupils move slowly like drifting feathers floating to the ground. Once seated, guide them through gentle stretches for arms, legs, and backs while encouraging slow, deep breathing to settle their bodies. Reflect on the movements they enjoyed most and how they felt while dancing. **PROGRESSION:** Add partner stretches or simple yoga-style poses to deepen relaxation and flexibility.

Year 2 - Movement to Music

Lesson Plan

MOVING EDSTART

Lesson Objective	To be able to perform the basic actions of travelling, jumping, turning, and making shapes.				Lesson 2/6
Equipment Needed	Sound system, music,				
Success Criteria	Children can: <ul style="list-style-type: none">perform basic body actions.show a range of different body shapes.move at different speeds and heights.retain key information (gestures, canon and unison)				
EDSTART KNOW	EDSTART GO		EDSTART SHOW		
<ul style="list-style-type: none">I can use the four key dance actions: travelling, jumping, turning, and making shapes.I can move safely and use space when dancing with others.I know that music tempo changes how fast or slow my movements should be.	<ul style="list-style-type: none">I can travel, jump, and turn using balance, rhythm, and coordination to music.I can link two or more actions together smoothly to create a short dance.I can copy and remember simple movement patterns shown by my teacher or partner.		<ul style="list-style-type: none">I can perform my dance with clear movements and confident body expression to music.I can work with others to match timing, rhythm, and actions in my performance.I can reflect on my dance, saying what went well and what to improve.		
Key Question	How can you use your body to show different actions in dance? By travelling, jumping, turning, and making shapes with control, expression, and imagination.				
Warm Up	SHAPE SHUFFLE: Play an upbeat song (3–5 minutes). Pupils move around the hall in different ways, walking, skipping, and hopping, while following the teacher's instructions. Call out actions like "stretch tall," "curl small," or "make a star shape!" to mobilise the body from head to toe. Encourage smiles and rhythm. PROGRESSION: Add clapping or counting in beats of four to help children move to the music and prepare for their routine.				
Main Activity	<p>MOVE LIKE A MACHINE: Children explore travelling, jumping, turning, and shaping like different types of machines. When the music starts, they move in strong, mechanical ways, spinning like cogs, jumping like pistons, stretching like cranes, or bending like robot arms. Encourage children to switch between small, detailed robot movements and big, powerful machinery movements to show contrast. They can glide like conveyor belts, stomp like factory presses, or swivel like digger arms while navigating the space safely. Emphasise clear actions, controlled timing, and confident use of space as they shift between different machine characters. PROGRESSION: Call out "fast mode" or "slow mode" to help children vary pace, height, and movement size, matching the changing rhythms of the music.</p> <p>JUNGLE JOURNEY: Play lively music and tell children they are moving through an exciting jungle adventure. As the music plays, they travel in different creative ways, leaping like frogs, swinging like monkeys, creeping low like tigers, tiptoeing over logs, or balancing carefully on imaginary stepping stones. Encourage dramatic actions, expressive faces, and imaginative storytelling through movement. Add extra features such as dodging hanging vines, jumping over puddles, crawling under branches, or climbing up invisible trees to deepen the adventure. Children should explore the whole space, staying safe while fully immersing themselves in the jungle world. PROGRESSION: Ask pupils to travel in pairs, mirroring one another's animal movements to build teamwork, awareness, and coordination.</p> <p>BUILD A DANCE: Play a short, upbeat music track and ask pupils to create a simple routine using the four key dance actions — travelling, jumping, turning, and creative shapes. Encourage them to link movements smoothly, explore different levels, and vary their speed to match musical changes. Support them to include expressive gestures or storytelling moments that reflect a theme, character, or feeling. Pupils can add pathways such as zigzags, circles, or diagonals to make their routine more interesting and dynamic. After practising, they perform confidently as a group, finishing with a bold ending pose. PROGRESSION: Introduce easy formations, begin in a circle, move out into space, then return together to finish with an imaginative group shape.</p>				
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE	
	Create large open spaces for big, expressive movements; shrink areas for controlled shapes and turns.	Start with simple travel and shapes, then add character roles, mirroring, formation changes, and sequencing.	Introduce scarves, ribbons, cones for pathways, or different music tempos to adapt challenge and creativity.	Work individually, then in pairs or small groups to build confidence, cooperation, and shared expression.	
Key Technical Point	Use clear, controlled actions and change speed, level, and direction to show different movement ideas.				
Cooldown	FLOATING FEATHERS: Play calm, gentle music and encourage children to move slowly around the space like soft feathers drifting down to the ground. They stretch arms, legs, and backs carefully while breathing deeply to relax. Finish seated in a circle to discuss which actions they enjoyed most and how they used control in their dancing today. PROGRESSION: Add partner mirror stretches to build awareness, calm focus, and teamwork during the cool down.				

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Lesson Plan

MOVING

EDSTART

Lesson Objective	To develop the basic actions of travelling, jumping, turning, and making shapes.				Lesson 3/6
Equipment Needed	Sound system, music, dance cards				
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none"> • move confidently and safely in their own and general space, using changes of speed, level, and direction. • move with control. • respond in the correct manner to commands (inside, outside, freeze etc.) 				
EDSTART KNOW	<ul style="list-style-type: none"> • I know the four basic dance actions: travelling, jumping, turning, and making shapes. • I know how to use space safely when moving around others. • I know that music tempo changes how I move (fast, slow, smooth, strong). 				
	<ul style="list-style-type: none"> • I can use different travelling, jumping, and turning movements to match the space theme. • I can link movements together smoothly and perform them to the beat. • I can explore levels — high, medium, and low — in my space-themed actions. 				
	<ul style="list-style-type: none"> • I can perform my dance confidently, using clear actions and expressions that fit the music. • I can work with my space crew to move together in time. • I can reflect on how I used the key actions in my performance. 				
Key Question	How can we use our body to show space movements clearly and creatively?" By changing our speed, level, shapes, and pathways to match what happens in space, floating, spinning, travelling, or jumping, while staying in control and using our imagination."				
Warm Up	<p>SPACE STATIONS: Play an energetic space-themed song. Children move around the area like astronauts floating in space, slow, light steps, arms drifting. When the music stops, the teacher calls out a planet (e.g., "Mars!" "Jupiter!"), and children quickly travel to the matching coloured cone (planet station). Last to arrive performs a fun space jump!</p> <p>PROGRESSION: Add extra actions for planets – e.g., spin on Saturn, leap on the Moon, freeze on Pluto</p>				
Main Activity	<p>GALACTIC LISTENING GAME: When you call out travel, pupils move calmly around space using small, controlled astronaut steps. When you call freeze, they stop instantly like weightless astronauts floating in space. Inside means move towards the centre of the galaxy, while outside sends them orbiting to the edges. Add fun space-themed sound effects, like rocket boosters, meteor swooshes, and alien beeps to boost imagination. As movements become more confident, encourage pupils to use different pathways, zig-zag, curved, circular, while still showing excellent listening and control. PROGRESSION: Change the tempo of the music so children must match their movement energy, slow floating beats for quiet drifting or fast sci-fi rhythms for energetic asteroid dodging.</p> <p>NAME THAT PLANET DANCE: Split pupils into four small "space crews." Give each group a planet card (Mars, Jupiter, Saturn, Neptune) and challenge them to create an 8-beat dance that represents how movement might look on their chosen planet. Mars could inspire strong stomps or big jumps, Saturn could include spinning ring movements, and Neptune might encourage smooth, flowing turns. Groups practise, refine, and then perform while the class guesses which planet is being represented through movement style, speed, and shapes. This builds creativity, teamwork, and expressive storytelling through dance. PROGRESSION: Ask each group to add one travelling action and one jumping action to deepen variety and show clearer planet characteristics.</p> <p>CREATE A SPACE ROUTINE Play calm, atmospheric space music (e.g., Holst, sci-fi ambience) and encourage pupils to explore combining travelling, jumping, turning, and shaped movements. They could glide like comets, shimmer like stars, rocket jump into space, or spiral like twisting galaxies. Pupils then work together to create a short "Space Adventure Dance," choosing how to arrange their movements in counts of 4 or 8. Support them to consider timing, pathways, and how their bodies can show the feeling of space. Build confidence by performing as a whole class sequence with smooth transitions and strong finishing shapes. PROGRESSION: Add simple formations, circles for planets, lines for rocket launch, clusters for asteroid groups, to develop teamwork and spatial awareness.</p>				
Adapted Learning (Differentiation) (Challenge)	SPACE Increase or decrease room size; add safe zones, or use marked pathways for support.	TASK Change complexity — fewer movements, simpler sequences, or shorter counts for developing pupils.	EQUIPMENT Introduce scarves, ribbons, or cones for creative prompts; remove them to simplify.	PEOPLE Pair confident dancers with those who need support; create mixed-ability groups for choreography.	
Key Technical Point	Use clear shapes, controlled movements, and smooth transitions to show confidence and expression in dance.				
Cooldown	<p>FLOATING BACK TO EARTH: Play slow, relaxing music to help children calm their breathing and gently settle their bodies. Pupils float softly around the room like astronauts drifting through space, then stretch tall like rockets reaching the sky, curl into small shooting stars, or gently sway like satellites. Gradually slow movement until they sit in a circle. End with a reflective moment: "Which action did you enjoy most today, travelling, jumping, turning, or shapes?" This encourages mindful closure and recognition of their own progress. PROGRESSION: Add partner stretches like "orbit stretches" where pupils mirror each other's movements slowly and smoothly.</p>				

Year 2 - Movement to Music

Lesson Plan

Lesson Objective To be able to move at speed with varying movement patterns.

Lesson 4/6

Equipment Needed Sound system, music,

Success Criteria Children can:

- move around looking at changing speed and direction.
- vary the movement whilst changing direction and speed.
- perform a range of basic movements (Gestures, canon and unison)

EDSTART KNOW

- I know how to move at different speeds while staying balanced and controlled.
- I know how to change my movement pattern safely and smoothly.
- I know that fast movements need strong control to avoid bumping others.

EDSTART GO

- I can travel quickly using different movement types such as running, leaping, and crawling.
- I can change direction, speed, and shape while moving to music or instruction.
- I can show different speeds and styles depending on the animal or challenge.

EDSTART SHOW

- I can perform fast and slow movement patterns clearly and safely in a group.
- I can demonstrate changes in speed and movement to match music or themes.
- I can talk about how I controlled my body when moving at different speeds.

Key Question How do you keep your movements controlled while still moving like an animal? By using strong, clear actions, watching where I'm going, and changing my speed or level safely.

Warm Up **ANIMAL PARADE:** Play a lively song and ask pupils to "march into the zoo." As the music plays, call out animal names and movements, walk like elephants, hop like kangaroos, slither like snakes, run like cheetahs. Encourage variety in pace and direction. **PROGRESSION:** Ask pupils to listen to the tempo of the music and change speed, slow music = slow animals, fast music = quick movers

Main Activity **MOVE IT SAFARI:** Mark out a safari trail using cones or hoops and invite pupils to travel along it using a range of movements. They crawl under low tunnels, leap high over hoops, zig-zag through medium-level pathways, and balance carefully along marked lines. Encourage pupils to use strong, confident actions while still showing control and safe awareness of others. Build imagination by asking them to move like animals exploring the wild as they navigate each obstacle. **PROGRESSION:** Add a loud "Lion!" call, pupils must instantly change direction, level, or speed to escape like real safari animals.

SPEED STATIONS: Set up four exciting movement stations around the hall or field, each with a different dynamic challenge: Cheetah Chase (fast sprints), Monkey Maze (jumping and turning), Penguin Slide (low gliding steps), and Frog Leap (big jumps with soft landings). Pupils rotate every minute, giving maximum effort while focusing on technique, balance, and expression. Reinforce that speed means nothing without control. Encourage them to listen for the station change signal and transition smoothly. **PROGRESSION:** Time each rotation, pupils aim to improve their speed while still showing accuracy, stability, and safe movement patterns.

ANIMAL RACES: Pupils work in teams of four to complete different animal-themed movement races such as crab walks, bear crawls, hopping relays, and side-shuffle sprints. Each race encourages balance, strength, and coordination while keeping the activity fun and competitive. Emphasise teamwork, cheering for partners, and completing races safely with good body control. Let pupils practise the movement first before racing to ensure correct technique. **PROGRESSION:** Add a "mystery round" where teams create their own unique animal action, then demonstrate it for others to copy in the final race.

Adapted Learning (Differentiation) (Challenge)

SPACE

Adjust trail width, race length, or station layout to give more or less movement room.

TASK

Simplify actions (e.g., walk instead of jump) or add challenges like direction changes or pauses.

EQUIPMENT

Use hoops, cones, spots, or none at all depending on pupil confidence and coordination.

PEOPLE

Work individually, in pairs, or in small teams to support pacing, teamwork, and inclusion.

Key Technical Point "Keep your body balanced, eyes forward, and land softly when jumping or changing levels."

Cooldown **ZOO WIND-DOWN:** Play gentle jungle music and guide pupils through calm movements as their animals begin to rest. They walk slowly like tired elephants, stretch tall like giraffes reaching leaves, curl tiny like hedgehogs settling down, and flap lightly like butterflies ready to sleep. Gradually lower the pace to help bodies relax and breathing return to normal. Finish in a quiet circle to share favourite animal movements from the lesson. **PROGRESSION:** Add partner mirror stretches, one pupil leads slow, smooth actions while their partner follows like a perfect reflection.

Year 2 - Movement to Music

Lesson Plan

MOVING EDSTART

Lesson Objective To be able to experiment with different ways of moving.

Lesson 5/6

Equipment Needed Sound system, music,

Success Criteria Children can:

- find new ways of moving.
- be creative in how they move around.
- remember and repeat simple movement patterns.
- respond imaginatively to a stimulus used.

EDSTART KNOW

- I know there are lots of different ways to move my body.
- I know how to change my movement to match different creatures or music.
- I know how to use high, medium, and low levels when I move.

EDSTART GO

- I can explore and copy different ways of moving like animals and waves.
- I can move at different speeds and levels, showing control and imagination.
- I can combine movements smoothly to create my own underwater dance sequence.

EDSTART SHOW

- I can perform my ocean dance using clear, expressive movements and safe spacing.
- I can work with others to create shapes and sequences that show creativity.
- I can talk about which movements worked best and how they matched the theme.

Key Question How can you show different sea creatures using your whole body safely and creatively? By changing my speed, level, pathway, and shape to match each creature while staying balanced and aware of others.

Warm Up **OCEAN WAVES:** Play calm sea-sound music. Children move around the space as though they are waves rolling across the ocean. Call out actions — “Small waves!” “Big waves!” “Splash!” “Drift!” — encouraging children to move low, high, or side-to-side. **PROGRESSION:** Add faster music and encourage pupils to switch between calm floating and choppy storm movements when the tempo changes.

Main Activity **SEA CREATURE MOVES:** Show pupils pictures or cards of different sea creatures such as fish, jellyfish, crabs, dolphins, sharks, and turtles. Pupils explore moving like each creature — gliding smoothly like fish, wobbling freely like jellyfish, snapping side-to-side like crabs, diving and swooping like dolphins, or drifting calmly like turtles. Encourage pupils to adjust speed, size, and levels to match each creature’s movement and the rhythm of the ocean-themed music. **PROGRESSION:** Pupils choose two sea creatures and blend their actions together to invent a brand-new “underwater creature” with imaginative, flowing movement.

ROCKPOOL EXPLORERS: Mark out small rockpools using cones, mats, or hoops. As ocean music plays, pupils travel around the “sea,” exploring different movement pathways and levels. When the music stops, they quickly find a rockpool and hold a creative underwater shape — such as a wide starfish, a curled-up shell, a tall piece of seaweed, or a floating bubble. Celebrate individuality and expression. **PROGRESSION:** Add partner challenges where pupils create mirrored shapes, linked poses, or combined sea-creature shapes that show teamwork and control.

UNDERSEA JOURNEY DANCE: Play gentle ocean or wave-inspired music and guide pupils through imagining an underwater adventure. They swim through seaweed forests, spiral away from sharks, glide alongside turtles, swoop through coral caves, and float up through rising bubbles. Pupils combine travelling, turning, flowing shapes, and controlled jumps to create a short group dance that follows the path of their underwater story. **PROGRESSION:** Add formations — begin together at the “surface” (high level), descend gradually to the “deep ocean” (low level), create patterns underwater, and rise again to finish as a group.

Adapted Learning (Differentiation) (Challenge)

SPACE

Increase or decrease rockpool numbers, widen/close pathways, or use different levels to support all movers.

TASK

Simplify actions (walk instead of glide) or add challenge (combine two creatures, change levels mid-movement).

EQUIPMENT

Use pictures, scarves, hoops, mats, or remove equipment for more freedom.

PEOPLE

Work solo, in pairs, or small groups to support confidence, teamwork, and creativity.

Key Technical Point “Use controlled movements, soft landings, and smooth transitions to stay safe and expressive underwater.”

Cooldown **FLOATING FEATHERS:** Play soft, calming music as pupils drift lightly around the room like bubbles floating in the sea. Their movements become slower and slower until they gently “settle on the sea floor.” Guide them through ocean-themed stretches: wave-like arm movements, slow spine curls, soft shoulder rolls, and deep ocean breaths. **PROGRESSION:** Add slow partner stretches, imagining they are gently pulling each other through the water or helping each other float.

Year 2 - Movement to Music

Lesson Plan

MOVING EDSTART

Lesson Objective To be able to join set movement patterns and to remember small sequences. **Lesson 6/6**

Equipment Needed Sound system, music, Stimulus cards (written / typed on card)

Success Criteria Children can:

- choose some of the movements they have already explored and use them to make their own movement patterns.
- link actions (simple dance routine in pairs or small groups)
- use movements which express ideas, moods or feeling.

EDSTART KNOW

- I can explain the names of different jungle yoga poses.
- I can describe how to keep breathing throughout a routine.
- I can understand how to stay calm and focused.

EDSTART GO

- I can perform a full sequence of jungle yoga poses.
- I can move smoothly from one pose to the next.
- I can use breathing to help me stay balanced.

EDSTART SHOW

- I can respect others by waiting for my turn.
- I can encourage classmates in the final routine.
- I can celebrate everyone's progress.

Key Question How can you show your circus character clearly through your movements? By using big expressions, clear actions, strong poses, and controlled movements that match the role I'm performing.

Warm Up **BIG TOP PARADE:** Play upbeat circus music. Children march, skip, and move around the space, pretending to be performers entering the big top. Call out roles, "Clowns!" "Acrobats!" "Tightrope walkers!" — and pupils act out movements to match. Encourage exaggerated gestures and happy expressions. **PROGRESSION:** Add tempo changes slow drumbeat = march; fast trumpet = jump or spin — to prepare for rhythm changes in the main dance

Main Activity **FOLLOW THE RINGMASTER:** Demonstrate a short 4-move pattern such as clap-spin-jump-pose. Pupils copy the pattern in time with the music, focusing on rhythm, expression, and keeping their movements clear and controlled. With each round, add a new action to build a longer sequence (e.g. clap-spin-jump-pose-march-stretch-reach). Encourage children to whisper the moves to themselves as they perform to help memory and timing. Celebrate confident performers and those who show good effort. **PROGRESSION:** Split into two groups, one performs while the other watches, then swap roles to see who can remember the full sequence of 6–8 moves without help.

CIRCUS ACT SEQUENCE: Divide pupils into small groups of 4–5. Each group chooses a circus character role such as acrobats, jugglers, clowns, dancers, or tightrope walkers. Give each group a movement card showing four actions (e.g. jump, turn, balance, wave). Pupils link these actions smoothly to create their own short "circus act," focusing on teamwork, timing, and staying together to the beat. Encourage creative shapes and expressive faces to bring their characters to life. **PROGRESSION:** Add a strong opening pose and a dramatic finishing pose to create a polished mini performance.

THE CIRCUS SHOWTIME DANCE: Bring the whole class together to create one full "Circus Showtime" performance. Each group performs their 4-action circus act while the others freeze as the audience. Practise the transitions, who performs first, how groups move into the performance space, and how they exit safely. Use lively circus music to create excitement, building towards a big class finish. End with everyone striking a joyful final pose together. **PROGRESSION:** Add levels (high, medium, low), directions (forwards, backwards, sideways), or formations to show variety and develop performance quality.

Adapted Learning (Differentiation) (Challenge)

SPACE

Expand or reduce performance zones; give groups separate "rings" to practise in.

TASK

Simplify to 2–3 actions or add extra moves and formations for challenge.

EQUIPMENT

Add scarves, ribbons, or hats for character roles, or remove equipment for focus on movement only.

PEOPLE

Work solo, in pairs, small groups, or whole-class formations.

Key Technical Point "Keep movements smooth, controlled, and in time with the music to stay together and perform confidently."

Cooldown

THE FADING LIGHTS: Play soft, calming music as pupils slowly move around the hall pretending the circus is closing for the night. Encourage them to stretch tall like circus tents being taken down, fold small like packed-away equipment, and sway gently like flags in the breeze. Finish seated in a circle with slow breathing and light stretches. End by asking, "What part of today's routine did you remember best?" or "Which circus role did you enjoy performing?" **PROGRESSION:** Add partner mirror stretches, forming gentle paired shapes to help pupils cool down together.