

Year 2 Fundamental Movement Skills

Object Control - Lesson Plan

COMPETING EDSTART

Lesson Objective To be able to move and change direction quickly and under control whilst avoiding a variety of obstacles and equipment **Lesson 1/6**

Equipment Needed tennis balls, beanbags, medium sized ball, rugby balls, hoops, buckets, cones, markers.

Success Criteria Children can:

- move their feet quickly whilst running.
- change direction quickly and under control.
- understand what being agile means and can show this safely and under control.
- use more advanced methods of moving (hopping, galloping, moving backwards, jumps from 1 leg to 2, jumps from 2 legs to 1)

EDSTART KNOW

- I can explain what agility means.
- I can describe how to move my feet quickly.
- I can understand how to change direction under control.

EDSTART GO

- I can move and dodge around obstacles.
- I can use different ways of moving (hop, gallop, jump).
- I can apply dodging in small games.

EDSTART SHOW

- I can respect others when moving in space.
- I can encourage classmates to keep trying.
- I can celebrate effort and fair play.

Key Question What helps you move fast but still stay in control? Keeping my balance, using small steps, and watching where I'm going."

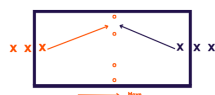
Warm Up

STOP & HOP CHALLENGE: Lay out several hopscotch grids around the area. Children hop along, switching legs at each square. When the coach shouts "Stop!", they freeze, balancing on one leg or standing still. This builds balance, coordination, and quick reactions while keeping it fun and energetic. **PROGRESSION:** Add direction calls (forwards, backwards, spin) or play music and stop when it pauses.

Main Activity

COMPASS DASH: Name each side of the space as North, South, East, or West. When the coach shouts a direction, children sprint there and return to the centre. This develops spatial awareness, sharp turns, and reaction time. Encourage safe movement and variety in pace. **PROGRESSION:** Add creative commands like "hop east" or "crawl south" for extra challenge.

LAVA LEAP: Children move across from one side to the other without touching the "lava." Use flat spot markers as stepping stones. They must plan their routes, balance carefully, and move efficiently while supporting teammates. Great for coordination, decision-making, and teamwork. **PROGRESSION:** Use fewer markers or increase the gap between them to test balance and planning.



DODGE & DASH DUEL: Attackers try to run through one of two gates before the defender tags them. Focus on changing speed, dodging direction, and reading the defender's movement. Swap roles each round to practise both attacking and defending under pressure. **PROGRESSION:** Add a soft ball for attackers to carry or defenders to intercept.

LIGHTNING LADDERS: Children sprint through agility ladders or cones, changing direction quickly between each line. They must keep feet light and controlled, moving as fast as possible without stepping outside the markers. Coaches can time runs or play to music to build rhythm and fun competition. **PROGRESSION:** Add sideways or backwards runs, or a partner race to increase reaction speed and focus.

Adapted Learning (Differentiation) (Challenge)

SPACE

Use clear zones for each activity (grids, ladders, gates) to ensure safe movement and direction awareness.

TASK

Vary challenges — add music stops, creative movement types, or timed races to test reactions and control.

EQUIPMENT

Use cones, ladders, hoops, or spot markers to increase accuracy and balance demands.

PEOPLE

Work individually, in pairs, or small teams to encourage cooperation, communication, and competition.

Key Technical Point Keep your eyes forward, move with control, and stay balanced when changing direction or speed.

Cooldown

SUCCESS CIRCLE STRETCH: Children walk slowly around the hall, stretching arms, legs, and shoulders. Gather in a circle to breathe deeply and reflect. Discuss which skills helped them move quickly and stay balanced during the session. **PROGRESSION:** Pairs show one balanced pose or smooth turn from today's activities.

Year 2 Fundamental Movement Skills

Object Control - Lesson Plan

Lesson Objective To be able to dribble a ball using their hands against an opponent.

Lesson 2/6

Equipment Needed Basketball – enough for 1 each (minimum 1 between 2), cones, flat markers, bibs.

Success Criteria Children can:

- dribble a ball with their hands in a stationary position.
- understand how they need to bounce the ball to keep control.
- play against an opponent and understand how to keep the ball under control.
- use their bodies to protect the ball against the defender.

EDSTART KNOW

- I can explain how to bounce a ball at waist height.
- I can describe how bending knees helps control.
- I can understand how to protect the ball from defenders.

- I can dribble with one hand in place.
- I can dribble while moving in different directions.
- I can play small games.

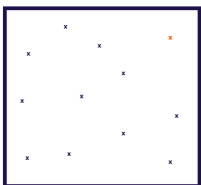
EDSTART SHOW

- I can respect my partner when sharing equipment.
- I can encourage others in dribbling challenges.
- I can celebrate effort as well as success.

Key Question How can you keep control of the ball while moving at speed? By keeping the ball close, using fingertips not palms, bending knees, and keeping eyes up to see space.

Warm Up **BEHIND THE LINE BATTLE:** In pairs, children face each other and try to move so they're standing behind their partner while stopping their partner from doing the same. This develops quick feet, reactions, and low body positions that help with balance and control for dribbling. **PROGRESSION:** Add cones to move around or make pairs start in different directions.

Main Activity **BOUNCE BOSS CHALLENGE:** Children work in pairs. One dribbles the ball on the spot using their preferred hand, then their non-preferred, before switching between both. Focus on control, rhythm, and keeping eyes up while bouncing. This builds confidence with the ball and develops hand coordination. **PROGRESSION:** Add gentle movement between bounces or ask children to change height while dribbling.



TRAFFIC JAM DRIBBLE: Children move around the court while dribbling. The coach calls or shows colour cones: green = go and dribble freely, amber = bounce on the spot, red = stop and freeze. Builds reaction, awareness, and control in busy spaces. **PROGRESSION:** Remove the voice cue so children must react only to cone colours.

DRIBBLE DEFENDER DUEL: Children work in pairs, one as a dribbler and one as a shadow defender. The dribbler must move around keeping the ball under control while the defender mirrors their movements but cannot steal the ball. Focus on footwork, change of direction, and body control. **PROGRESSION:** Allow defenders to lightly pressure or tag to increase difficulty and decision-making.

COURT KING CHALLENGE: Every child dribbles a ball around the court, keeping it close and under control. Players try to knock others' balls away while protecting their own. If knocked out, they become defenders and join from the sidelines. The last player dribbling wins. **PROGRESSION:** Shrink the playing area or use weaker hand only for extra challenge.

Adapted Learning (Differentiation) (Challenge)

SPACE

Larger areas for beginners, tighter for challenge.

TASK

Start with stationary dribbling, progress to moving and defending.

EQUIPMENT

Larger or lighter balls for beginners, basketballs for challenge.

PEOPLE

Pairs for drills, full class for Champion of the Court.

Key Technical Point Stay low, use soft fingertips, keep your head up, and dribble with control and rhythm.

Cooldown **BOUNCE AND BREATHE:** Children slowly dribble or roll their ball while walking around the space, matching each bounce to a calm breath. Gradually slow movements until all stop together. Discuss what helped them stay in control during fast play and when space got tight. **PROGRESSION:** Ask each child to share one tip for better control next time.

Year 2 Fundamental Movement Skills

Object Control - Lesson Plan

Lesson Objective To be able to dribble a ball using their feet against an opponent.

Lesson 3/6

Equipment Needed Footballs (size 3 plus small / lighter for differentiation) cones, markers, bibs

Success Criteria Children can:

- dribble a ball with their hands in a stationary position.
- understand how they need to bounce the ball to keep control.
- play against an opponent and understand how to keep the ball under control.
- use their bodies to protect the ball against the defender.

EDSTART KNOW

- I can explain how to dribble a ball with small touches.
- I can describe why I keep the ball close to my feet.
- I can understand how to change direction using my feet.

EDSTART GO

- I can dribble in straight lines and around cones.
- I can change speed and direction when dribbling.
- I can apply dribbling in games

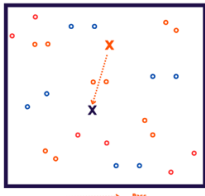
EDSTART SHOW

- I can respect defenders when sharing space.
- I can encourage others to keep control.
- I can celebrate fairness and teamwork.

Key Question How can you keep control of the ball when someone is trying to take it? Keep the ball close, use your body to shield it, and turn quickly into space.

Warm Up **CROSS THE ZONE:** All children start with a ball at one side of the area and dribble to the opposite side while keeping control. A few are chosen as defenders who try to stop others by tracking and placing a foot on their ball. If tagged, dribblers join the defenders. **PROGRESSION:** Reduce space or increase defender numbers to challenge awareness and control.

Main Activity **ROAD RACER CHALLENGE:** Each child has a ball to dribble around the area, reacting to the coach's car-themed commands: Red – stop with a foot on the ball, Yellow – slow dribble, Green – dribble quickly, Beep horn – 5 toe taps, Windscreen wipers – inside foot taps, Change car – swap balls. **PROGRESSION:** Remove verbal cues so children must watch for gestures only.



BODY BALANCE DRIBBLE: Children dribble around keeping the ball close. When the coach calls a body part—such as head, knee, or elbow—children must gently place that part on the ball without using hands. The first to do so earns a point while staying balanced. **PROGRESSION:** Add trickier body parts or call two in a row to test reactions.

GATE DASH DRIBBLE: Set up dribbling gates in red, blue, and orange at different distances. Children dribble through as many as possible while keeping close control and awareness of space. They must plan routes and react quickly. **PROGRESSION:** Set a one-minute challenge to see how many gates can be completed cleanly.

DEFENDER CHASE: Children work in pairs, one dribbles while the other shadows them closely without contact. The dribbler must change speed and direction to keep space between themselves and their shadow. Swap roles after 30 seconds. **PROGRESSION:** Add more defenders or shrink the area to increase decision-making and ball protection.

Adapted Learning (Differentiation) (Challenge)

SPACE

Use larger areas for beginners, smaller areas for advanced control.

TASK

Start with simple dribbling and progress to timed or pressured activities.

EQUIPMENT

Use larger, lighter balls for confidence; standard footballs for challenge.

PEOPLE

Begin individually, move to pairs, then small groups for defensive play.

Key Technical Point Keep eyes up, bend knees slightly, use both feet, and stay calm under pressure.

Cooldown **SLOW LANE STRETCH:** Children walk slowly around the space, gently rolling the ball under one foot, then switching feet. Encourage deep breathing and smooth movements. Discuss what helped them keep the ball safe and under control during games. **PROGRESSION:** Ask each child to demonstrate one technique that helped them avoid defenders.

Year 2 Fundamental Movement Skills

Object Control - Lesson Plan

Lesson Objective To be able to dodge an opponent whilst running and change direction quickly. **Lesson 4/6**

Equipment Needed Cones, Bibs (rugby balls, footballs)

Success Criteria Children can:

- dodge a defender using a variety of different techniques.
- move away from crowded areas into space.
- change direction quickly, make sharp turns and off balance the person trying to defend them.
- adapt changes in direction and speed in varied situations.

EDSTART KNOW

- I can explain why dodging helps me escape defenders.
- I can describe how to change speed and direction quickly.
- I can understand how to create space in games.

EDSTART GO

- I can dodge defenders using different movements.
- I can run into space away from crowded areas.
- I can apply dodging in small games.

EDSTART SHOW

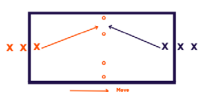
- I can respect opponents while playing.
- I can encourage teammates in dodging games.
- I can celebrate effort and fair play.

Key Question How can you dodge and move to avoid being tagged? By keeping your body low, watching defenders, and changing direction and speed quickly to escape pressure.

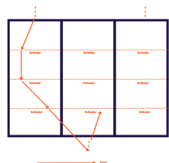
Warm Up CHEEKY BULLDOGS: Set up three areas with no more than ten children per area. Start with one catcher (the bulldog) who tags runners crossing the space. When tagged, players become catchers too. PROGRESSION: Use tag belts so players pull a tag instead of touching. Add start signals or change directions for extra challenge

Main Activity

TAG TAIL CHASE: Create a 20x20m area. Each child has two tags tucked into their waistband. The goal is to collect as many tails as possible in 30 seconds while keeping awareness of space and movement. Players keep playing even if they lose both tags, encouraging constant participation and agility. PROGRESSION: Shrink the area or make players use one hand only for added difficulty and focus on control.



GATE ESCAPE: Set up two gates in the middle. Attackers try to run through a gate while defenders tag them, developing quick reactions, decision-making, and evasion skills. Focus on using sharp turns, zig-zags, and bursts of speed to find open space and outwit defenders. PROGRESSION: Add extra gates or defenders to increase challenge and test awareness and reaction time.



MONSTER MAZE: Divide the space into three long columns. Two teams are runners and one team are monsters in the middle. Runners must cross the maze without being tagged, building spatial awareness, speed, and teamwork. Swap roles after each round so everyone experiences attacking and defending roles. PROGRESSION: Runners can carry or dribble a ball for added coordination, control, and pressure under movement.

Adapted Learning (Differentiation) (Challenge)

SPACE

Make the maze or tag zone smaller to increase pressure and awareness.

TASK

Begin with simple running; progress to include dodging or dribbling a ball

EQUIPMENT

Use tag belts, cones for gates, or soft balls for safe tagging.

PEOPLE

Start individually, then work in pairs or teams to encourage teamwork and cooperation.

Key Technical Point Stay low with bent knees, use quick side-steps, change speed, and keep your eyes up to find space.

Cooldown **STRETCH AND SHARE:** Children walk or jog slowly around the space, then stretch arms and legs. Reflect together: "What helped you dodge well today?" and "How did teamwork make it easier?" PROGRESSION: Ask children to show one dodge or balance they used during the session.

Year 2 Fundamental Movement Skills

Object Control - Lesson Plan

COMPETING EDSTART

Lesson Objective To understand rolling, bouncing, throwing, and catching using various sized balls. **Lesson 5/6**

Equipment Needed tennis balls, beanbags, medium sized ball, footballs (size 3), hoops, buckets, cones, markers.

Success Criteria Children can:

- understand the difference between rolling, bouncing and throwing.
- throw various objects over short and long distances.
- watch the flight / path of an object and stop it.
- pass the ball over a variety of distances and know how hard it needs to be passed.
- use basic throwing, rolling and bouncing techniques to hit large targets

EDSTART KNOW

- I can explain the difference between rolling, bouncing, and throwing.
- I can describe how to watch the ball's flight.
- I can understand when to use underarm or overarm.

EDSTART GO

- I can roll, throw, and bounce different balls.
- I can catch using soft hands and bent knees.
- I can apply skills in small games,

EDSTART SHOW

- I can respect my partner when passing.
- I can encourage others to keep trying.
- I can celebrate success fairly.

Key Question How can you control your power and aim to make your throw or catch more accurate? By watching the ball closely, stepping toward your target, and using a smooth, controlled throw, you can improve both power and accuracy. Keeping your eyes focused and hands ready helps you react quickly for a clean catch.

Warm Up **CATCH THE CLAP:** Children throw or bounce their ball into the air and clap when they think it reaches the top of its flight, building timing and focus. Encourage them to keep their eyes on the ball throughout its movement to track it accurately. **PROGRESSION:** Add extra claps or challenge them to catch straight after the final clap without dropping the ball.

Main Activity **ROLL AND SCOOP:** In pairs, one player rolls the ball to their partner, who receives it from one knee, cupping hands to scoop it up smoothly. The partner then underarm throws it back for a two-handed catch. Repeat ten times before swapping roles. **PROGRESSION:** Switch roles continuously without stopping, count how many successful catches can be made in a minute.

BOUNCE AND CATCH RACE: Children work in pairs or small groups. On "Go," one child bounces the ball once before catching it cleanly. Each bounce-and-catch earns a point, see how many they can score in 30 seconds. **PROGRESSION:** Players must move sideways or backwards while bouncing and catching, or use different-sized balls to increase difficulty.

HOT POTATO: In groups of six, children stand in a circle, passing the ball around with quick underarm throws. If someone drops the ball, they must run around the circle and try to beat the ball back to their spot. **PROGRESSION:** Add a second ball or set a 30-second team challenge to see how many passes they can complete.

TARGET CHALLENGE: In groups of four, children take turns rolling or throwing the ball toward a target, collecting and returning it before joining the back of the line. Focus on aim and control rather than power. **PROGRESSION:** Add multiple targets at different distances, giving higher points for smaller or farther targets.

Adapted Learning (Differentiation) (Challenge)

SPACE

Use smaller areas for accuracy or larger ones for power and movement.

TASK

Start with rolling and catching, then progress to bounce, throw, and target games.

EQUIPMENT

Use a variety of balls: larger for beginners, smaller for advanced control.

PEOPLE

Work individually to build confidence, then progress to pairs and small groups.

Key Technical Point Eyes on the ball, hands ready, and step toward the target for control and precision.

Cooldown **STRETCH AND SHARE:** Children walk slowly, rolling their shoulders and stretching arms after each movement. Encourage them to share what helped them throw or catch accurately today and how focusing on the ball improved their success.

Year 2 Fundamental Movement Skills

Object Control - Lesson Plan

Lesson Objective To be able to select various pieces of equipment and come up with and play small multi skilled games **Lesson 6/6**

Equipment Needed tennis balls, beanbags, medium sized ball, footballs (size 3), hoops, buckets, cones, markers.

Success Criteria Children can:

- know what equipment can be used to create multi skilled games.
- organize small games and play to set rules they have created.
- play small games using the skills learnt throughout the term.
- understand basic rules of games, and can follow them.

EDSTART KNOW

- I can explain the names of different skills I've learned.
- I can describe how to make a simple game.
- I can understand how rules make games fair.

EDSTART GO

- I can create and play simple games with equipment.
- I can apply rolling, throwing, catching, and dodging.
- I can play small games

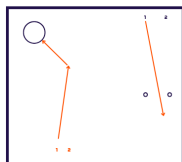
EDSTART SHOW

- I can respect others when creating games.
- I can encourage my teammates when playing.
- I can celebrate fairness and creativity.

Key Question How can you adjust your throw to hit your target more accurately? By watching your target closely, stepping forward, and controlling your power and aim.

Warm Up **FROZEN THROWERS:** All children have a ball and move around the area while 2-3 catchers try to tag them. If tagged, players freeze with feet apart until another player rolls their ball between their legs to free them using the scoop technique. Swap catchers every 2 minutes. **PROGRESSION:** Use tag belts for catchers or have players dribble their ball while moving to improve control and awareness.

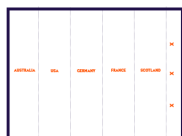
Main Activity



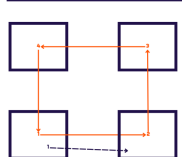
THROWING CHALLENGE CAROUSEL: Set up a rotation of throwing and aiming games in 4-5 stations. Groups of 4-6 spend about 10 minutes at each, working together and discussing tactics to improve. Focus on aim, teamwork, and coordination.



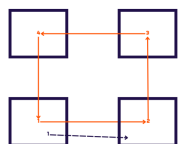
TARGET GOLF: Children work in pairs, aiming to get a beanbag or ball into or through a target such as a hoop, cone, or bucket in the fewest throws possible. **PROGRESSION:** Add obstacles, increase the throwing distance, or use smaller targets for more precision.



BATTLESHIP BLAST: In pairs, one player throws to hit four cones representing their opponent's "ships." When a cone is hit, that ship sinks. Swap roles after each round. **PROGRESSION:** Add more ships, increase throwing distance, or use overarm throws to increase challenge and skill variety.



AROUND THE WORLD THROW: Players line up behind a throwing line and throw their beanbag across a "world map" area divided into zones or countries, aiming for distance and accuracy. **PROGRESSION:** Add bounce throws or assign points for landing in specific zones to encourage controlled power.



BASE RUNNERS: Groups of five with one runner and four fielders (each in a base). Fielders throw the ball around all bases while the runner tries to complete a full lap before the throw returns to base one. **PROGRESSION:** Use longer throws or require overarm technique to develop power and speed.

SUPER SCOOP RELAY: In small teams, one child rolls the ball while the next scoops and returns it, working quickly in a relay format. **PROGRESSION:** Increase the rolling distance, add a time limit, or use smaller balls for a control challenge.

Adapted Learning (Differentiation) (Challenge)

SPACE

Larger for beginners, smaller for advanced groups.

TASK

Begin with simple underarm throws; progress to overarm, bounce, or distance challenges

EQUIPMENT

Use hoops, cones, beanbags, and balls of varied sizes.

PEOPLE

Work in small groups or pairs to promote teamwork and fair play.

Key Technical Point Eyes on the target, step toward it, and release smoothly with a follow-through.