

# Year 2 - Fundamental Movement Skills

## Object Control - Lesson Plan

# MOVING

## EDSTART

**Lesson Objective** To be able to confidently travel in controlled manner on their feet in different ways and recognize directions. **Lesson 1/6**

**Equipment Needed** cones, markers, hoops, bean bags.

**Success Criteria** Children can:

- listen to instructions and engage themselves in activity and use space safely.
- understand the word space.
- have control when moving at speed and changing direction.
- find, walk and run-in space.

### EDSTART KNOW

- I can explain what the word "space" means in PE.
- I can describe how to move safely around others.
- I can understand why I change direction when moving.

### EDSTART GO

- I can walk, run, skip, hop, and bounce in different directions.
- I can find and move into space with control.
- I can join in small games.

### EDSTART SHOW

- I can respect my classmates' space.
- I can encourage my team when playing games.
- I can celebrate everyone's effort in movement activities.

**Key Question** How do we know we are using safe spaces? Because we are looking around, checking for others, and keeping enough room to move without bumping.

**Warm Up** **MAGIC REMOTE:** Children move around the hall pretending they're controlled by the coach's magic remote! When they hear "Play" they start moving, "Stop" means freeze, "Fast Forward" means sprint, "Rewind" means move backwards, and "Slow Motion" means super slow movement. Encourage big actions, imagination, and quick reactions. **PROGRESSION:** Add new buttons such as "Shuffle" (move sideways) or "Record" (strike a pose) to test memory, listening, and control.

**Main Activity** **VEHICLE VOYAGE:** Children find their own space and travel like different vehicles around the hall. Cars jog while turning imaginary steering wheels, planes glide with wide stretched arms, motorbikes hop on one foot, trains link together in a line, and submarines shuffle low to the floor. Encourage loud sound effects, expressive movements, and imaginative actions to bring each vehicle to life. Support children in exploring speed, direction, and levels as they move. **PROGRESSION:** Add "Rocket Blast-Off" (jump and spin) or "Traffic Jam" (freeze and wait until space clears) to challenge quick reactions, awareness, and control while navigating the hall.

**SAFARI SHUFFLE:** Children move freely around the space, listening closely for the coach to call, "Coach went to the zoo and saw a..." They immediately copy the chosen animal's movement—stomping like elephants, skipping like monkeys, hopping like frogs, crawling like bears, or any animal the coach selects. Encourage big body actions, expressive faces, and playful storytelling to bring each animal to life. This develops creativity, coordination, and listening skills. **PROGRESSION:** Add music with tempo changes—slow, gentle animals for calm music and fast, energetic ones for upbeat music—to build rhythm, timing, and body control.

**BUNNY ESCAPE:** One child begins as the farmer while the others are rabbits trying to cross the hall without being caught. Rabbits hop, bounce, or jump using movements they've learned, showing control and awareness as they travel. Safe hoops act as rabbit holes where they can rest briefly before continuing. When caught, rabbits join the farmer, gradually increasing the challenge for those still free. This encourages agility, quick reactions, and teamwork. **PROGRESSION:** Add extra farmers, reduce rabbit holes, or create moving rabbit holes carried by helpers to increase difficulty, encourage strategic thinking, and build decision-making skills.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Adjust the space to increase safety, support success, or add challenge.

#### TASK

Adapt the movement task to make it simpler, clearer, or more demanding as needed.

#### EQUIPMENT

Use equipment selectively to support focus, develop control, or extend the activity.

#### PEOPLE

Change groupings so pupils can work individually, in pairs, or in teams to support learning.

**Key Technical Point** Encourage pupils to keep soft knees, eyes forward, and controlled body movements when travelling or stopping.

**Cooldown** **GARDEN STRETCH:** Children sit quietly, imagining they are flowers growing in the farmer's garden. Slowly they grow tall, stretching arms to the sky, then curl small, wrapping up like tiny seeds. Add slow breathing to relax the body. **PROGRESSION:** Introduce gentle partner stretches — two flowers swaying together in the wind to calming music.

# Year 2 - Fundamental Movement Skills

## Object Control - Lesson Plan

# MOVING EDSTART

**Lesson Objective** To demonstrate different ways of travelling fast and slow using different movements. **Lesson 2/6**

**Equipment Needed** Cones, markers, hoops, bean bags

**Success Criteria** Children can:

- vary speed of movements under control.
- change the way they are travelling in a controlled manner.
- move using a variety of different ways (walk, run, hop, skip, bounce, slide, crawl)

### EDSTART KNOW

- I can explain how to travel fast and slow.
- I can describe how to keep control when changing speed.
- I can understand how games use speed.

### EDSTART GO

- I can travel using walking, running, hopping, skipping, and bouncing.
- I can play small games.
- I can change speed while keeping balance.

### EDSTART SHOW

- I can respect others while moving quickly.
- I can encourage friends in speed challenges.
- I can celebrate effort and fair play.

**Key Question** What helps us stay in control when we move quickly or change direction? Keeping our heads up, using steady footsteps, and slowing down when we need more balance helps us stay in control

**Warm Up** **BODY BUILDER CHALLENGE:** The coach calls out fun body challenges: “Can you hold yourself on two hands and two feet?” “Can you balance on one foot like a flamingo?” “Can you lie on your back and hold your feet in the air like a rocket?” Encourage creativity and balance as pupils find fun ways to make shapes. **PROGRESSION:** Add partner shapes where two children join to make bridges, towers, or animals using teamwork and coordination

**Main Activity** **CRAZY CAR RIDE:** Children each hold a cone as a pretend steering wheel and move around the hall following the coach’s coloured cone signals. When red is shown, they stop immediately and freeze; orange means jog gently on the spot; green means drive safely around the hall while avoiding others. This develops spatial awareness, reaction speed, and safe travel. **PROGRESSION:** Add themed challenges such as Roundabout (run around a hoop), Reverse (walk backward with control), Motorway (run faster), and Speed Camera (slow to tiptoe). These variations build agility, listening skills, and quick decision-making.

**COLOUR TWIST CHALLENGE:** Set out four coloured markers in a square. One child stands in the middle while their partner calls out a colour and body part, such as “Right hand on red!” or “Left foot on blue!” The child must react quickly and reach to the correct colour while keeping balance and control. This supports flexibility, coordination, and accurate body awareness. **PROGRESSION:** Swap roles so both children practise giving and following instructions. Increase difficulty by adding jumps between colours, calling two instructions at once, or creating short movement sequences such as “Touch green then hop to yellow.” This encourages anticipation and problem-solving.

**SNEAKY TREASURE HUNT:** Children begin on one side of the hall while the coach acts as a sleeping giant guarding treasure cones. When the giant is asleep, children sneak quietly across the hall to collect a treasure and return without being spotted. If the giant wakes and catches them moving, they return to the start. This builds control, listening, reaction, and playful stealth. **PROGRESSION:** Add different movement styles—tiptoeing, hopping, crawling, or slithering—to increase challenge. You can also introduce sound cues such as snoring, stretching, or sudden snores that signal when to freeze or move. These additions enhance creativity and whole-body control.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Adjust the size and shape of the working area so pupils have enough room to travel, balance, and change direction safely.

#### TASK

Adapt the movement challenge to make it simpler or more demanding depending on the needs of each pupil.

#### EQUIPMENT

Use cones, markers, and hoops selectively to guide movement, support focus, and add structure.

#### PEOPLE

Change groupings so pupils can work individually, with partners, or in small teams to support confidence and learning.

**Key Technical Point** Encourage pupils to travel with eyes forward, soft knees, and controlled foot placement so they can stop, turn, or balance safely during each activity.

**Cooldown** **STRETCH AND SNOOZE:** Children lie quietly on the floor pretending to fall asleep, slowly stretching their arms overhead and taking steady, calming breaths. Guide them through gentle movements such as rolling shoulders, stretching tall, curling small, and waking up with big yawns and relaxed smiles. This settles energy and helps heart rates return to normal. **PROGRESSION:** Introduce gentle partner stretches where one child helps another “wake up” with a slow arm raise, gentle reach, or soft high-five, encouraging calm teamwork and connection.

# Year 2 - Fundamental Movement Skills

## Object Control - Lesson Plan

# MOVING

## EDSTART

**Lesson Objective** To demonstrate different ways of travelling using small and large body parts; making wide, thin, tall, and curled body shapes. **Lesson 3/6**

**Equipment Needed** Mats, benched, hoops, SAQ ladders, cones, markers.

**Success Criteria** Children can:

- show a variety of shapes whilst being under control.
- move using small and large body parts safely.
- walk, stride, bounce and hop on feet or hands and feet and slide on different body parts.

### EDSTART KNOW

- I can explain the difference between large and small body parts.
- I can describe how to move using hands, feet, and other parts.
- I can understand how to change shapes when moving.

### EDSTART GO

- I can travel using small and large body parts.
- I can make wide, thin, tall, and curled shapes.
- I can apply skills in small games.

### EDSTART SHOW

- I can respect classmates when moving around equipment.
- I can encourage others to try new ways of travelling.
- I can celebrate effort and creativity.

**Key Question** What helps us travel safely and stay in control when the space is busy? Keeping my head up, watching where others are, and slowing down or changing direction when I need to.

**Warm Up** **COMPASS CHALLENGE:** Mark the four sides of the hall as North, South, East, and West. When the coach shouts a direction, children run quickly to that side, touch the wall, and return to the centre. This develops fast reactions, spatial awareness, and confident movement in a large space. **PROGRESSION:** Add movement variations such as "Spin East," "Hop South," or "Crawl North" to challenge listening skills, coordination, and adaptability.

**Main Activity** **SCUTTling TAG:** Select four crab tiggers. All children move around the area in a crab position, hands and feet on the floor with tummies facing up. Tiggers must tag others without leaving the crab position. Once tagged, the player joins the tiggers. The last untagged crab becomes the round winner. This builds strength, coordination, and whole-body control. **PROGRESSION:** Add cones or mats as safe rock pools, allowing players a five-second rest before rejoining the game. This encourages strategic thinking and pacing.

**MOVEMENT EXPLORERS:** Children spread out and explore different ways of travelling across the space — walking, skipping, bouncing, jumping, crawling, sliding, and more. Encourage them to change levels, speeds, and directions. In small groups of four, children then travel in single file across mats or benches using varied movements such as low crawls, sideways walks, long stretches, or high-knee steps. This builds creativity, agility, and confidence in moving in different ways. **PROGRESSION:** Challenge groups to create a short, smooth sequence using three types of travel, focusing on control and clear transitions.

**SNAKES AND LADDERS ADVENTURE:** Lay skipping ropes on the floor as snakes and SAQ ladders as ladders. Children move around the hall navigating the course, carefully walking along the snakes for balance and hopping through the ladders to develop rhythm and coordination. **PROGRESSION:** Add hoops as safe ponds, where children must pause and hold a five-second balance before continuing, reinforcing stability and body control.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Adapt the working area so pupils have enough room to move safely, explore pathways, and change direction confidently.

#### TASK

Modify the movement challenge to make it simpler or more demanding based on pupil confidence and ability.

#### EQUIPMENT

Use ropes, ladders, hoops, and markers to structure pathways, support focus, and add variety.

#### PEOPLE

Vary groupings so pupils can work individually, with partners, or in small groups to support learning and creativity.

**Key Technical Point** Encourage pupils to travel with eyes forward, soft knees, and controlled steps so they can balance, avoid others, and change direction smoothly.

**Cooldown** **STRETCH SAFARI:** Children pretend to stretch like animals, long like snakes, low like frogs, small like curled-up crabs. Movements are slow and controlled, with calm breathing to settle the body. Prompt children to reflect: "Which way of travelling was your favourite today?" End with relaxed breathing to finish peacefully. **PROGRESSION:** Add gentle partner stretches where one child leads a stretch and the other mirrors, encouraging focus and calm teamwork.

# Year 2 - Fundamental Movement Skills

## Object Control - Lesson Plan

# MOVING

## EDSTART

**Lesson Objective** To know the differences between a leap and a jump and are able to land safely.

**Lesson 4/6**

**Equipment Needed** Mats, benches, hoops, cones, markers.

**Success Criteria** Children can:

- safely jump, hop, leap and bounce from one position to another.
- jump from one foot to two feet and from one foot to the other foot and understand how to land safely.
- twist from two feet to two feet under control.

### EDSTART KNOW

- I can explain the difference between a jump and a leap.
- I can describe how to land safely.
- I can understand how to twist safely in the air.

### EDSTART GO

- I can jump from two feet to two feet.
- I can leap from two feet to one foot.
- I can land with control using different shapes.

### EDSTART SHOW

- I can respect my partner when practising jumps.
- I can encourage others to try new shapes.
- I can celebrate fairness in jumping games.

### Key Question

What helps us land safely after a jump? Bending our knees, keeping our body tight, and landing on the balls of our feet helps us stay balanced and in control.

### Warm Up

**JUMP & FREEZE:** Set up lots of hopscotch lines across the hall. Children jump, hop, and leap along their lines, counting their jumps. When the coach shouts "STOP!", everyone must freeze, balancing on one leg or landing perfectly on two feet. Encourage good balance and posture with bent knees. **PROGRESSION:** Add fun commands like "JUMP HIGH!" "SPIN!" or "REVERSE!" to challenge coordination and reaction time.

### Main Activity

**SPOT HUNTERS:** Scatter colourful spots around the hall. Children move quickly and safely around the space, aiming to touch as many different spots as they can within 20 seconds. Encourage them to look ahead, find open space, and avoid bumping into others. Challenge pupils to touch every colour before the timer ends, building agility, awareness, and decision-making. **PROGRESSION:** In pairs, one child leads while the other mirrors, touching the exact same spots at the same time while staying close together. Swap leaders regularly to develop teamwork, coordination, and body awareness.

**SHAPE JUMPERS:** Working in pairs, one child performs different jumps while their partner watches closely and gives supportive feedback on control, landing, and body shape. Practise a range of jumps such as straight jumps, star jumps, and tuck jumps, encouraging pupils to land softly with bent knees and strong core tension. **PROGRESSION:** Add dynamic challenge shapes such as half turns, pencil spins, or mid-air "freeze poses," promoting creativity, balance, and spatial control.

**MINI JUMP SHOW:** In pairs, children create a short jumping routine linking two or three jump types, for example, straight jump → star jump → half twist. Encourage smooth transitions, soft landings, and a three-second freeze after each landing to demonstrate balance and control. **PROGRESSION:** Add rhythm by asking children to jump in time with a steady clap, drum beat, or music, helping them develop fluency and timing.

**WAVE LEAPERS:** Use skipping ropes or cones as "waves" for children to jump over. Demonstrate safe techniques such as two-footed take-offs, hopping on one leg, or jumping from one foot to two. Encourage pupils to try different shapes in the air, straight, star, tuck — as they pretend to leap over splashing sea waves. **PROGRESSION:** Introduce rolling waves by gently moving ropes side to side, requiring pupils to time their jumps carefully. This builds focus, reaction speed, and coordination.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Adapt the working area so pupils have safe room to jump, land, and move without collisions.

#### TASK

Adjust the jumping challenge to make it simpler or more complex depending on pupil confidence.

#### EQUIPMENT

Use spots, ropes, and cones to guide movement pathways and support focus.

#### PEOPLE

Vary groupings so pupils can work individually, with partners, or in small groups to support learning.

### Key Technical Point

Encourage pupils to use a two-footed soft landing with bent knees, upright posture, and controlled balance to finish each jump safely.

### Cooldown

**STRETCH BY THE SEA:** Children sit or lie on the floor, taking slow, calm breaths as they imagine relaxing by the ocean. Guide them to stretch their arms like rising tides, wiggle toes like shifting sand, and sway gently like seaweed in the water. This cool down helps lower heart rates and relax the body. **PROGRESSION:** Add gentle partner stretches, such as holding hands to stretch upward together before finishing with slow breathing.

# Year 2 - Fundamental Movement Skills

## Object Control - Lesson Plan

# MOVING EDSTART

**Lesson Objective** To be able to move around and link together a wide variety of movements under control. **Lesson 5/6**

**Equipment Needed** Mats

**Success Criteria** Children can:

- move, hop, run, and bounce around under control.
- travel using large and small body parts safely.
- link gymnastics skills effectively.

### EDSTART KNOW

- I can explain how to link movements together.
- I can describe how to keep body tension in balances.
- I can understand how to create short routines.

### EDSTART GO

- I can link travelling, balances, rolls, and jumps.
- I can create a 4–5 action sequence with a partner.
- I can apply balances like point and patch.

### EDSTART SHOW

- I can respect classmates' routines.
- I can encourage others when performing.
- I can celebrate creativity in routines.

**Key Question** What helps us make our routine look smooth and controlled? Using strong body tension, moving slowly into balances, and linking each action without rushing makes our routine smooth and controlled."

**Warm Up** **SHAPE ON THE MOVE:** Children move around the hall using gentle travelling actions such as walking, tiptoeing, sliding, or jogging on the spot. When the coach calls a shape — Straight, Star, or Tucked — pupils freeze and show the shape with strong body tension. Vary levels: high stars, low tucks, wide straight lines. This prepares the body for balance, posture, and controlled positions. **PROGRESSION:** Add travelling challenges: "Straight shape on one foot," "Tuck shape on a bench," "Star shape while turning slowly." This builds awareness, balance, and creative control.

**Main Activity** **GYMNASTIC BUILDERS:** Children work in pairs to design a short gymnastics sequence using skills from the unit. They choose two balances and one roll, and add two ways of travelling between them. Encourage creativity in the use of space, direction, and levels while focusing on smooth transitions and safe technique. **PROGRESSION:** Challenge pupils to build a full 5–action routine: Jump/Twist → Travel → Balance → Roll → Balance → Travel → Jump/Twist. Remind them to show clear start and finish positions and to vary levels, pathways, and shapes.

**PARTNER SEQUENCE CREATION:** Pupils combine movements into a 4–5 action mini routine with a partner. Their sequence should include balances (point and patch), rolls, and linking actions such as jumps, twists, spins, or leaps. Encourage teamwork by having them: move in time, mirror each other, or create contrasting shapes (big/small, high/low). Focus on safe landings, clear posture, and controlled breathing throughout.

**PERFORMANCE & FEEDBACK:** Pairs perform their routine to the class. After each performance, encourage structured reflection using prompts such as: "What shapes did they use?", "How did they link their movements smoothly?", "Did they hold their balance for at least 3 seconds?" Guide pupils to use gymnastics vocabulary: tension, balance, control, transition, flow, levels, direction.

**GYMNASTICS SHAPES & BODY PARTS:** Shapes: Straight, Star, Tucked. Large Body Parts: Back, Bottom, Stomach Small Body Parts: Hands, Feet

**POINTS TO REMEMBER:** Keep strong body tension in every balance — tight core, stretched arms, pointed toes., Enter and exit each balance with control, Hold each balance for 3–4 seconds before moving on, Use smooth transitions to link actions.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Adapt the working area so pupils can travel safely, perform balances confidently, and use different levels and directions.

#### TASK

Adjust the sequence-building task to be simpler or more advanced depending on pupil confidence and skill.

#### EQUIPMENT

Use benches, mats, and markers to support safe rolling, clear space zones, and structured pathways.

#### PEOPLE

Vary partners or groupings so pupils can mirror, contrast, or support each other during routines.

**Key Technical Point** Encourage pupils to keep core muscles tight, toes pointed, and arms extended during balances and transitions to maintain control and show clear gymnastics shapes.

**Cooldown** **POSTURE & REFLECT:** Gather pupils in a circle. Sit tall, stretch arms overhead, then slowly curl down to touch toes. Relax shoulders and breathe deeply. Reflection questions: "Which part of your sequence were you most proud of?" "How did you show control in your routine?" Encourage calm stretching and positive, supportive peer feedback.

# Year 2 - Fundamental Movement Skills

## Object Control - Lesson Plan

# MOVING EDSTART

**Lesson Objective** To be able to link together 4 – 5 basic moves in a short sequence.

**Lesson 6/6**

**Equipment Needed** Mats

**Success Criteria** Children can:

- talk about what they are doing and use the correct vocabulary.
- create and perform gymnastic routines (4/5 elements)
- show what they have remembered throughout the term and can show this through a short routine / sequence.

### EDSTART KNOW

- I can explain how to build a routine with 4–5 moves.
- I can describe how to use balance, roll, travel, and jump together.
- I can understand how to use gymnastic vocabulary when reviewing.

### EDSTART GO

- I can perform a short sequence with a partner.
- I can use balances, jumps, and rolls in a routine.
- I can share my routine in a performance.

### EDSTART SHOW

- I can respect classmates when giving feedback.
- I can encourage my partner during routines.
- I can celebrate everyone's effort.

### 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

**GYMNASTIC COMMANDER:** Children move around the mats using a mix of fun movements, skipping, hopping, bouncing, and jumping. When the coach calls an action, pupils must copy instantly: "Jump!" "Reach high!" "Crawl low!" "Make a bridge!" Add silly ones like "Star Shape!" or "Freeze like a Statue!" to keep it lively. Stretch together as a group, starting from the floor (curl small like a pebble) and growing tall (reach high like a tree). **PROGRESSION:** Add rhythm and music, children must move to the beat, and when the music stops, strike their favourite gymnastic pose!

### Main Activity

**BUILD-A-ROUTINE CHALLENGE:** Children work with a partner to create their own gymnastics routine using skills learned throughout the unit. They select two balances and one roll, then add two ways of travelling between each action — such as leaps, twists, stretches, or creative movements inspired by animals or superheroes. Encourage pupils to explore levels, directions, and imaginative transitions while maintaining control and safety. **PROGRESSION:** Add a clear jump or twist at the start and finish, linking all movements to create a smooth 5-action sequence: Jump/Twist → Travel → Balance → Roll → Balance → Travel → Jump/Twist.

**DUO CREATION STATION:** Pairs practise performing their routines to each other, focusing on timing, shape clarity, and using the full width of the mat. Encourage teamwork by having partners move together, mirror shapes, or complement each other's actions. After each performance, partners provide feedback beginning with "I liked how you..." and "Next time you could...". Guide them to use gymnastics vocabulary such as tension, control, flow, balance, transition. **PROGRESSION:** Turn the activity into a mini Gymnastics Showcase. Half the class performs while the other half watches and offers positive, specific feedback after each routine.

**GYMNASTICS SHAPES & BODY PARTS:** Shapes: Straight, Tucked, Star. Large Body Parts: Back, Bottom, Stomach Small Body Parts: Hands, Feet

**POINTS TO REMEMBER:** Maintain strong body tension — tight tummy, stretched arms, pointed toes. Enter and exit each balance with control. Hold each balance still for 3–4 seconds before moving to the next action. Use transitions that are smooth, safe, and connected.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Adjust the working area so pupils have clear space to travel, roll, and balance safely without collisions.

#### TASK

Vary the routine-building challenge to make it simpler or more complex depending on pupil confidence and control.

#### EQUIPMENT

Use mats and markers to support safe rolling, structured pathways, and defined performance spaces

#### PEOPLE

Pair pupils strategically so they can mirror, support, and give feedback to each other effectively.

### Key Technical Point

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

### Cooldown

**ROLL & REFLECT** Children sit together in a circle. One at a time, pupils demonstrate their favourite roll from the lesson — such as a pencil roll, egg roll, or log roll. After each demonstration, the class shares one descriptive word (e.g., "smooth," "controlled," "creative"). End with gentle stretches: reaching tall like rockets, then curling small like pebbles while taking slow, deep breaths. **PROGRESSION:** Play soft, calming music and challenge pupils to "roll slowly like a wave and freeze in your best balance to finish."