

# EYFS - Fundamental Movement Skill Object Control - Lesson Plan

COMPETING  
**EDSTART**

**Lesson Objective** To be able to dodge an opponent whilst running and change direction quickly. **Lesson 1/6**

**Equipment Needed** cones, bibs, tennis ball, cones, markers, bean bags, sponge tennis balls, hoops.

**Success Criteria** Children can:  

- dodge a defender using a variety of different techniques.
- move away from crowded areas into space.
- negotiate space and obstacles safely, with consideration for them-

## EDSTART KNOW

- I can say what it means to dodge.
- I can see where the space is.
- I can tell why I move away from others.
- I can run and change direction.
- I can move into a space.
- I can try to get past a defender.

## EDSTART GO

- I can play fairly with others.
- I can take turns and share.
- I can clap for my friends.

## EDSTART SHOW

### Warm Up

**PIRATE RESCUE:** Children each have a ball and become pirates sailing their ships around Treasure Island. A few sea monsters (defenders) chase to steal their treasure tags! When tagged, pirates freeze with their "treasure" (ball) between their legs. To be rescued, another pirate must roll their ball between the frozen pirate's legs to unfreeze them. Encourage teamwork and communication as they save their shipmates. **PROGRESSION:** Add more sea monsters or shrink the space to encourage faster reactions and teamwork.

EYFS Link: Physical Development – Gross Motor Skills: Move energetically, negotiating space and obstacles safely. PSED – Work cooperatively and take turns.

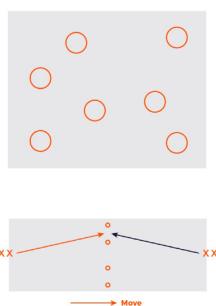
### Main Activity

**JUNGLE TAG HUNT:** Create a jungle filled with animals wearing colourful tails! Explorers (children) move around collecting as many tails as possible in 30 seconds. Emphasise safe tagging and quick dodging. Once time is up, count how many tails each explorer collected and celebrate teamwork and movement. The jungle leader (coach) restarts the game with different taggers each round. **PROGRESSION:** Add safe zones or limit movement types (hopping, sidestepping) to increase challenge.

EYFS Link: Physical Development – Gross Motor Skills: Develop strength, balance, and coordination. Understanding the World – Explore the natural world through themed play. PSED – Build confidence and positive relationships.

**SPACE CROSSING:** Astronauts must dribble their "moon rocks" (balls) from one planet to another while avoiding space meteors (defenders). If a meteor captures a moon rock by placing their foot on it, the astronaut joins the meteors. Encourage tight control, eyes up, and quick reactions to dodge and move. **PROGRESSION:** Add narrow "space gates" that astronauts must pass through for extra precision.

EYFS Link: Physical Development – Gross Motor Skills: Demonstrate control and coordination with equipment. Communication & Language – Listen carefully to and follow multi-step instructions.



**SHARK ATTACK BAY:** Children swim through the ocean while avoiding hungry sharks! Hoops become safe coral reefs where swimmers can hide when the coach shouts "Shark!" Fewer reefs remain each round, and when children are out, they practise catching small fish (balls) in the coned area. Encourage anticipation and quick movement decisions. **PROGRESSION:** Add different sea creatures like dolphins (skipping) or crabs (sideways walking) to vary movement patterns.

EYFS Link: Physical Development – Gross Motor Skills: Show coordination and balance during fast movements. Expressive Arts & Design – Use imagination to act out roles in pretend scenarios.

**CASTLE GATES:** Knights (attackers) must sprint through one of two castle gates before dragons (defenders) tag them! Encourage knights to change speed, feint, and use clever movements to escape. Defenders learn to anticipate and time their tags. Switch roles after each round to give everyone a turn. **PROGRESSION:** Add extra gates or shrink the play area to challenge quick decisions and agility.

EYFS Link: Physical Development – Gross Motor Skills: Move fluently, showing control and coordination. PSED – Show resilience and determination when facing challenge.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Big playing area first, smaller area to make it harder.

#### TASK

Run and dodge cones, then try to dodge a friend.

#### EQUIPMENT

Cones for gates, tags or bibs for chasing.

#### PEOPLE

Work on my own first, then with a partner,

### Cooldown

**PIRATE STRETCH STORY:** Children sit in a circle pretending to stretch after a long adventure at sea. Reach high to pull down the sails, twist to scrub the decks, and touch toes to clean the floorboards. Breathe in the sea air and relax. End with a group "Aye aye, Captain!" to celebrate teamwork.

EYFS Link: Physical Development – Self-Regulation & Wellbeing: Understand importance of rest and relaxation. PSED – Express feelings and manage emotions after active play.

# EYFS - Fundamental Movement Skill Object Control - Lesson Plan

COMPETING  
**EDSTART**

**Lesson Objective** To be able to dribble a ball using their hands. **Lesson 2/6**

**Equipment Needed** cones, bibs, basketballs (size 3), cones, markers, bean bags, sponge,, hoops.

**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.
- start to Show a preference for a dominant hand.

## EDSTART KNOW

- I can say how to bounce a ball.
- I can use one hand to push the ball down.
- I can tell which hand I like best.
- I can bounce a ball on the spot.
- I can walk while bouncing.
- I can keep control of my ball.

## EDSTART GO

## EDSTART SHOW

- I can look after my ball.
- I can cheer for my partner.
- I can play kindly in games.

## Warm Up

**GALAXY RESCUE:** Children are astronauts dribbling their space pods (balls) around the galaxy, avoiding space aliens. If an alien tags them, they freeze with legs apart to form a "wormhole." Teammates can rescue them by rolling their space pod through the wormhole to bring them back to life. **PROGRESSION:** Add more aliens or shrink the galaxy (space area) to make the mission more challenging.

EYFS Link: Physical Development – Coordination, balance, and spatial control; PSED – Cooperation, helping others, and turn-taking.

## Main Activity

**MAGIC HANDS:** Children dribble on the spot using one hand, then the other, then both. Encourage soft fingertip touches, keeping the ball at waist height and eyes up to build awareness. Focus on balance, control, and coordination. **PROGRESSION:** Walk and dribble while maintaining control. Challenge pupils to switch hands or change direction on command.

EYFS Link: Physical Development – Coordination and balance; Communication & Language – Listening and responding to instructions; PSED – Building confidence and perseverance.

**CROSS THE SPACE STORM:** Children dribble across the area dodging defenders who try to stop them. If caught, they become defenders and help tag others. Emphasise looking for space, changing direction, and using controlled dribbling to escape pressure. **PROGRESSION:** Add gates or cone zones to dribble through for points. Challenge players to complete a certain number of crossings in a set time.

EYFS Link: Physical Development – Control, coordination, and spatial awareness; PSED – Persistence and confidence when facing challenge; Understanding the World – Following rules and safe movement in shared space.

**ASTEROID ALERT:** Children are astronauts dribbling their space pods (balls) around the galaxy, avoiding drifting asteroids (taggers) that move slowly through space. When the command "Asteroid Alert!" is called, astronauts must quickly reach a safe planet (hoop or cone zone). Encourage quick reactions, fast feet, and awareness of others as they navigate through space. **PROGRESSION:** Gradually remove planets to increase challenge and decision-making. Introduce different asteroid types (slow, fast, sneaky) or ask astronauts to perform 5 controlled dribbles before re-entering space.

EYFS Link: Physical Development – Balance, agility, and reaction time; Expressive Arts & Design – Imaginative themed play; Communication & Language – Listening and responding to key words; PSED – Confidence, teamwork, and resilience.

**DON'T GET CAUGHT:** Children each have a ball and dribble while protecting it from others who try to knock it away using controlled touches. If their ball leaves the area, they complete a short task (e.g., 5 toe taps or 3 star jumps) before rejoining. Focus on spatial awareness and maintaining control under pressure. **PROGRESSION:** Limit the number of touches (e.g., 3 dribbles before moving) or make the area smaller to increase challenge. Encourage players to use both hands and change direction frequently.

EYFS Link: Physical Development – Spatial awareness, coordination, and control; PSED – Fair play, self-regulation, and resilience; Commu-

## Adapted Learning (Differentiation) (Challenge)

### SPACE

Start close together, spread out to make it harder.

### TASK

Bounce standing still, then walk and bounce.

### EQUIPMENT

Use big soft balls first, smaller balls later.

### PEOPLE

Work on my own first, then with a partner.

## Cooldown

**PIRATE STRETCH STORY:** Children stretch after their sea adventure, pretending to be pirates returning from their journey. Encourage them to reach up high to grab treasure, twist to look for ships, and touch their toes to scrub the deck. Focus on slow, controlled movements and deep breathing to help the body and mind calm down. **PROGRESSION:** Add gentle "sea-breeze breathing" – children breathe in through their nose as the waves come in and out through their mouth as the waves go out. Incorporate calm storytelling to guide each movement (e.g., "The waves are slowing down, and the sea is calm again").

EYFS Link: Physical Development – Self-regulation, flexibility, and understanding of rest and recovery. PSED – Reflection, relaxation, and calming after physical activity. Communication & Language – Listening to and following descriptive movement cues.

# EYFS - Fundamental Movement Skill Object Control - Lesson Plan

COMPETING  
**EDSTART**

**Lesson Objective** To be able to dribble a ball using their feet. **Lesson 3/6**

**Equipment Needed** footballs (size 2), cones, bibs, markers, hoops.

**Success Criteria** Children can:

- dribble a ball with their feet, keeping it under control.
- move in a variety of directions whilst keeping the ball under control.
- demonstrate strength, balance and coordination when playing.

## EDSTART KNOW

- I can say how to kick the ball gently.
- I can tell why I keep the ball close to my feet.
- I can listen to the coach's signals.

## EDSTART GO

- I can dribble the ball with my feet.
- I can stop the ball with my foot.
- I can change speed when moving.

## EDSTART SHOW

- I can try my best in races.
- I can wait for my turn.
- I can smile when others do well.

## Warm Up

**SPACE DASH:** Children dribble their "planet balls" from one galaxy to another while avoiding space defenders who try to stop them by placing a foot on the ball. If caught, astronauts become defenders.  
PROGRESSION: Add extra defenders or narrow the galaxy to increase difficulty.

EYFS Link: Physical Development – Coordination and balance; PSED – Teamwork and resilience.

## Main Activity

**TRAFFIC JAM:** Children imagine they are cars driving around the area, keeping their "wheels" (ball) under control as they respond to traffic signals. Use clear visual or verbal cues to help children change speed and movement: Red = Stop. Yellow = Slow dribble. Green = Fast dribble. Beep = Five toe taps. Windscreen Wipers = Five inside touches. Change Car = Swap to another ball.  
Encourage children to keep their "car" moving smoothly and to avoid crashes by looking around and staying in control.  
PROGRESSION: Add "roundabouts" (cones) to dribble around, or "speed cameras" where players must slow down. Include playful traffic roles such as "police officers" checking for control.

EYFS Link: Physical Development – Agility, balance, and ball control. Communication & Language – Listening and responding to multi-step instructions. PSED – Awareness of others, cooperation, and safe movement.

**BODY PART CHALLENGE:** Children dribble carefully, keeping the ball close and under control. When the coach shouts a body part, children must quickly and gently stop the ball using that part – e.g., head, knee, tummy, or foot. The first to react and stop the ball correctly wins a point. Encourage accuracy, quick thinking, and safe movement. PROGRESSION: Add two body parts at once (e.g., "foot and knee") to test memory and reactions. Vary the pace of commands and encourage creativity by letting children choose body parts for others to copy.

EYFS Link: Physical Development – Coordination, balance, and spatial awareness. PSED – Confidence, motivation, and resilience when facing challenges. Communication & Language – Understanding and responding to vocabulary linked to the body.

**DON'T WAKE THE GIANT:** Children begin at one side of the space, dribbling quietly toward the "sleeping giant" (coach) to steal treasure (cones or beanbags). They must move softly and keep the ball close to avoid "waking" the giant. If the giant wakes, children must freeze instantly with one foot on the ball to stay safe.  
Encourage quiet dribbling, smooth control, and teamwork. Reward children for careful, patient play rather than speed. PROGRESSION: Add sound or movement triggers that make the giant wake more easily (e.g., if a ball bumps another, or if a player moves too loudly). Let children take turns being the giant to promote leadership and empathy.

EYFS Link: Physical Development – Control, balance, and movement awareness. PSED – Turn-taking, self-regulation, and managing excitement. Communication & Language – Listening for cues and understanding role-play instructions.

## Adapted Learning (Differentiation) (Challenge)

### SPACE

Use a big pitch first, then make it smaller.

### TASK

Walk with the ball, then run, then change speed.

### EQUIPMENT

Big light balls first, foot-balls later.

### PEOPLE

Dribble on my own, then with a partner,

## Cooldown

**PIT STOP STRETCH:** Children sit beside their "cars," stretching high like tall traffic lights, then bending low to polish the wheels (touch toes). Finish with deep breaths and calm driving back to the garage. PROGRESSION: Add slow counting to extend stretches and calm breathing.

EYFS Link: Physical Development – Self-regulation; PSED – Relaxation and reflection after activity.

# EYFS - Fundamental Movement Skill Object Control - Lesson Plan

COMPETING  
**EDSTART**

**Lesson Objective** To be able to move with a ball using a variety of technique against an opponent. **Lesson 4/6**

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

**Success Criteria** Children can:

- play against an opponent and understand how to keep the ball under control.
- know what technique is needed depending on the game and / or ball.
- develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

## EDSTART KNOW

- I can say how to keep my ball safe.
- I can tell which way to move.
- I can choose a skill to use.
- I can play with a ball against a partner.
- I can dribble past cones and gates.
- I can try different ball skills.

## EDSTART GO

- I can be kind if I win or lose.
- I can help my group.
- I can share equipment.

## EDSTART SHOW

### Warm Up

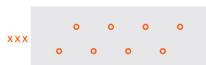
**PIRATE ESCAPE:** Children move around dribbling their "pirate treasure" (ball) while avoiding the sea monsters (catchers). If caught, pirates freeze with feet apart until rescued by another pirate who rolls their ball between their legs using the scoop technique. **PROGRESSION:** Add more monsters or reduce the space to increase challenge.

EYFS Link: Physical Development – Gross Motor Skills: Balance, agility, and coordination; PSED – Cooperation and teamwork.

### Main Activity

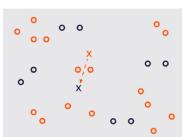
**GALAXY RUN:** Children start at one side with their "planet balls" and dribble across the galaxy, avoiding alien defenders who try to steal their planet. Encourage children to keep their eyes up, change direction quickly, and stay in control when moving through space. If caught, astronauts become part of the alien team and help chase others. **PROGRESSION:** Add extra alien defenders or introduce small "safe planets" (cones or hoops) where players can rest briefly before setting off again. Encourage players to vary speed and direction to escape defenders.

EYFS Link: Physical Development – Coordination, agility, and spatial awareness. PSED – Building confidence, resilience, and teamwork. Communication & Language – Listening and responding to space-themed instructions.



**SLALOM CIRCUIT:** In small groups, children race one at a time through cone slaloms, weaving in and out while keeping the ball close to their body. At the end, they score a "try" by stopping the ball in a goal zone before running back to high five the next teammate. The team that completes all turns first wins. **Progression:** Add a time challenge to beat their group's best score or reverse the route to test memory and direction changes. Encourage children to dribble with both hands and stay in control rather than focusing only on speed.

EYFS Link: Physical Development – Coordination, balance, and control. Communication & Language – Listening to and following sequenced instructions. PSED – Turn-taking, encouragement, and celebrating others' success.



**DRIBBLE CITY:** Children explore the "city," dribbling through different coloured cone gates representing parts of the city: Red = Wide streets (easy gates). Blue = Narrow alleys (medium challenge) Orange = Tiny tunnels (hard challenge). Children count how many gates they can dribble through in one minute while keeping close control of their ball. Encourage creativity and awareness of space. **Progression:** Add defenders blocking gates or speed limits that change during the game (e.g., "slow traffic" or "fast lanes"). Encourage players to use both hands and experiment with new routes.

EYFS Link: Physical Development – Balance, coordination, and precision. PSED – Perseverance, problem solving, and managing challenge. Communication & Language – Following multi-step directions and using positional vocabulary (through, around, beside).

**DON'T WAKE THE GIANT:** Children quietly dribble toward the sleeping giant to steal treasure (cones) without being caught. They must move softly, control their ball carefully, and stay balanced. If the giant wakes, all players must freeze instantly with one foot on their ball or hold it still to stay safe. **Progression:** Add sneaky sound effects (e.g., footsteps, thunder, whispers) or place the treasure further away for greater challenge. Allow children to take turns being the giant to build leadership and empathy.

EYFS Link: Physical Development – Control, reaction time, and fine motor coordination. PSED – Self-regulation, patience, and managing excitement. Communication & Language – Listening carefully and responding to cues within role-play.

## Adapted Learning (Differentiation) (Challenge)

### SPACE

Wide spaces to make it easy, narrow gates to make it harder.

### TASK

Choose rolling, bouncing, or kicking.

### EQUIPMENT

Try beanbags, soft balls, then footballs.

### PEOPLE

Play 1v1 first, then small teams.

### Cooldown

**GIANT STRETCH STORY:** Children sit in a circle, stretching like friendly giants waking up from a long sleep. Reach high to touch the clouds, twist to stretch their huge arms, and bend down to pick up magic beans from the ground. Take big, slow breaths as they wake up the giant's body and relax. **PROGRESSION:** Add gentle counting or pretend thunder footsteps to stretch in rhythm together.

EYFS Link: Physical Development – Flexibility, balance, and body awareness; PSED – Calm focus, cooperation, and reflecting on effort.

# EYFS - Fundamental Movement Skill Object Control - Lesson Plan

# COMPETING EDSTART

<b>Lesson Objective</b>	To be able to play small games using the techniques learnt.	<b>Lesson 5/6</b>
<b>Equipment Needed</b>	tennis balls, beanbags, medium sized ball, hoops, buckets, cones, markers.	
<b>Success Criteria</b>	Children can: <ul style="list-style-type: none"><li>play small games using the skills learnt throughout the term.</li><li>dodge and avoid players on the opposite teams.</li><li>understand basic rules of games and can follow them.</li></ul>	

## EDSTART KNOW

- I can say the rules of a game.
- I can tell why we need rules.
- I can remember skills we learnt.

## EDSTART GO

- I can roll, throw, and catch.
- I can play in 1v1 or team games.
- I can dodge and move into space.

## EDSTART SHOW

- I can listen to the rules.
- I can cheer for others.
- I can play fairly in a team.

## Warm Up

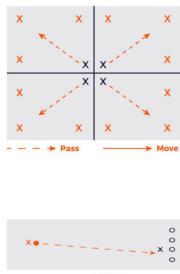
**JUNGLE RESCUE:** Children move around dribbling or carrying their "jungle fruit" (ball) while avoiding the cheeky monkeys (catchers). If tagged, they freeze with feet apart and ball on the ground. To be rescued, another explorer rolls their ball through their legs and scoops it back up safely. **PROGRESSION:** Add more monkeys or reduce space for greater challenge.

EYFS Link: Physical Development – Coordination and spatial awareness; PSED – Cooperation and helping others.

## Main Activity

**SUPER SCOOPERS:** Children work in pairs. One player rolls the ball for their partner to scoop while kneeling, using cupped hands between their legs. They then stand and throw underarm back to their partner, repeating smoothly with rhythm, control, and teamwork. **PROGRESSION:** Swap roles continuously without stopping to improve reaction speed, coordination, and consistent catching technique.

EYFS Link: Physical Development – Hand-eye coordination, balance, and fine motor control; Communication & Language – Listening carefully, following instructions, and communicating clearly with a partner.



**TARGET STRIKE:** Divide the area into four zones. Four throwers stand in the centre and take turns tossing balls into the zones, scoring 10 points for a clean catch, 5 for one bounce, and 1 for two or more. Encourage accuracy, quick reactions, and awareness of others. **PROGRESSION:** Add a time challenge, use smaller or lighter balls, or increase throwing distance to enhance focus, timing, and control of power.

EYFS Link: Physical Development – Strength, precision, and coordination; Mathematics – Counting, comparing, and recording scores; PSED – Encouraging cooperation and friendly competition.

**JUNGLE TREASURE HUNT:** Children play 1v1. Each explorer has four "treasure chests" (cones) to protect. Using an under-arm throw, they aim to knock over their opponent's chests before theirs are toppled. Once all treasures are lost, explorers swap roles and restart their adventure. Encourage fair play, accuracy, and creative strategies to outsmart their opponent. **PROGRESSION:** Add a "repair zone" where explorers complete a short jungle challenge (e.g., five monkey jumps or vine swings) to rebuild one treasure chest, promoting persistence and focus under pressure.

EYFS Link: Physical Development – Coordination, control, and spatial awareness; PSED – Turn-taking, fairness, problem solving, and managing emotions in competitive play.

**TREASURE CATCH:** Children sit in a circle, rolling or gently tossing a soft ball around the group as "treasure." When a child receives the ball, they say one skill they practised well today (e.g., "I caught carefully," "I threw accurately"). Encourage calm breathing and positive reflection. **PROGRESSION:** Add light stretches between turns, pretending to reach for treasure in the sand or waves, reinforcing body awareness and relaxation.

EYFS Link: Physical Development – Self-regulation and relaxation; PSED – Confidence, reflection, and celebrating achievements; Communication & Language – Speaking and listening in a group.

## Adapted Learning (Differentiation) (Challenge)

### SPACE

Big pitch for beginners, smaller zones to challenge.

### TASK

Simple rules first, then more rules.

### EQUIPMENT

Start with beanbags, move to balls.

### PEOPLE

Pairs first, then teams.

## Cooldown

**CALM SEAS STRETCH:** Children sit in a circle and stretch like calm waves. Reach high to touch the clouds, bend low to pick up shells, and twist side to side like seaweed. Finish with deep, quiet breaths. **Progression:** Add slow counts or soft ocean sounds for relaxation.

EYFS Link: Physical Development – Flexibility and regulation; PSED – Relaxing and reflecting on success.

# EYFS - Fundamental Movement Skill Object Control - Lesson Plan

# COMPETING EDSTART

**Lesson Objective** To be able to play small games using the techniques learnt. **Lesson 6/6**

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

**Success Criteria** Children can:

- play small games using the skills learnt throughout the term.
- dodge and avoid players on the opposite teams.
- understand basic rules of games and can follow them.

## EDSTART KNOW

- I can say the name of each game.
- I can tell what I need to do in each.
- I can remember to try my best.

## EDSTART GO

- I can play small games.
- I can use rolling, throwing, and catching.
- I can move to each new station.

## EDSTART SHOW

- I can watch and clap for friends.
- I can work with my group.
- I can say "well done" at the end.

## Warm Up

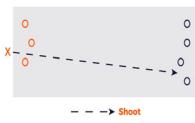
**ROCKET RELAY:** Children become space racers zooming through a rocket slalom course. In groups of three, they weave around the "asteroid cones," dribble to the finish line, and place their "meteor ball" behind the end line to score a try. They race back to high-five their teammate before the next launch. **PROGRESSION:** Add a countdown timer and challenge each team to beat their best space-flight time.

EYFS Link: Physical Development – Coordination and agility; PSED – Teamwork and taking turns.

## Main Activity

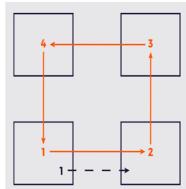
**PIRATE SHIP BATTLE:** Children are pirates guarding their ships (cones). Each pirate takes turns rolling "cannonballs" to try to sink their opponent's ships. When they hit, they shout "BOOM!" to celebrate their success. Encourage underarm rolling, aiming carefully, and good sportsmanship. The first pirate to sink all four enemy ships wins the treasure. **PROGRESSION:** Add a time limit or use smaller ships for a trickier battle. Allow pairs to work together to build teamwork and communication.

EYFS Link: Physical Development – Aim, coordination, and accuracy; Communication & Language – Listening, responding, and using imaginative role play in themed activities; PSED – Confidence and enjoyment through cooperative competition.



**TREASURE TOSS:** Children are explorers tossing gems (beanbags) toward the golden treasure (yellow beanbag). They take turns aiming to get their gem as close as possible to the treasure, practising gentle throws and judging distance. The nearest explorer wins that round's treasure coin. Encourage focus, patience, and celebration of each other's success. **PROGRESSION:** Move the treasure further away, vary throwing angles, or add obstacles for greater challenge. Use team-work rounds where pairs combine scores for collaboration.

EYFS Link: Physical Development – Fine motor control, coordination, and aim; Mathematics – Comparing distances, counting scores, and recognising position; PSED – Turn-taking, fairness, and perseverance.



**CHEETAH CHASE:** Children play in groups of five. One cheetah (runner) sprints between the bases while the zookeepers (fielders) pass the ball quickly around their pens from base to base to try to catch the cheetah. The runner scores a point if they complete all bases before the ball returns to base one. Promote teamwork, communication, and fast decision-making. **PROGRESSION:** Rotate new cheetahs each round or add extra bases for a longer chase. Challenge zookeepers to use accurate passes or different throws to increase variety.

EYFS Link: Physical Development – Speed, agility, coordination, and reaction time; PSED – Understanding winning and losing positively, teamwork, and resilience; Communication & Language – Listening and responding during fast-paced play.

## Adapted Learning (Differentiation) (Challenge)

### SPACE

Make each station big at first, smaller later.

### TASK

One game at a time first, then move round stations.

### EQUIPMENT

Use big soft balls first, smaller balls later.

### PEOPLE

Start on my own, then pairs, then groups

## Cooldown

**SPACE STRETCH:** Children slowly float back to Earth like astronauts returning from their galaxy adventure. They reach high to grab a star, lean side to side to dodge space rocks, and touch their toes to land gently on the ground. Encourage slow, controlled movements and deep "space breaths" to calm their bodies after exploring the galaxy. **PROGRESSION:** Add a countdown from ten so the whole class lands together, encouraging teamwork and calm focus as they "re-enter Earth's atmosphere." End by asking what part of their galaxy mission they enjoyed most.

EYFS Link: Physical Development – Flexibility, coordination, and body control. PSED – Relaxation, reflection, and emotional self-regulation. Communication & Language – Listening to and following themed movement instructions.