

# EYFS - Intro to Games

## Lesson Plan

COMPETING  
**EDSTART**

<b>Lesson Objective</b>	To be able to walk, run, stop, and start using different commands during different small, sided games.	<b>Lesson 1/6</b>
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<b>Equipment Needed</b>	tennis balls, beanbags, medium sized ball, rugby balls, hoops, buckets, cones, markers.
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<b>Success Criteria</b>	Children can: <ul style="list-style-type: none"><li>follow simple movement patterns.</li><li>dodge, avoid, and find space when running.</li><li>stop and start quickly following set instructions.</li><li>safely find space and move around avoiding obstacles.</li></ul>
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### EDSTART KNOW

- I can say when to stop and go.
- I can tell the colours and what they mean.
- I can say why I look for space.

### EDSTART GO

- I can run, stop, and start safely.
- I can dribble a ball with my feet.
- I can move at slow and fast speeds.

### EDSTART SHOW

- I can listen to the coach.
- I can cheer for my friends.
- I can share the balls and space.

### Warm Up

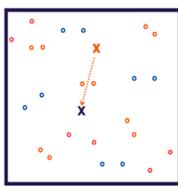
**TRAFFIC HOP:** Children play hopscotch along the marked lines, hopping and jumping from square to square like cars on a busy road. When the coach shouts "Stop!" they must freeze — either balancing on one leg or standing still on two feet. Add road noises like "Beep!" or "Brake!" for extra fun. PROGRESSION: Add colours or numbers — when called, children must hop to the matching square.

EYFS Link: Physical Development – Balance, coordination, and spatial awareness; Communication & Language – Listening to instructions.

### Main Activity

**CITY DRIVE:** Children are drivers in a busy city, each with their own car (ball). They must keep the car moving safely! Red light means stop with a foot on the ball; Yellow means slow down, Green means go fast. "Beep your horn!" means five toe taps, "Windscreen wipers!" means side-to-side touches. PROGRESSION: Add a "roundabout" where children circle around a cone before returning to the road.

EYFS Link: Physical Development – Coordination and control; PSED – Following rules and managing self.

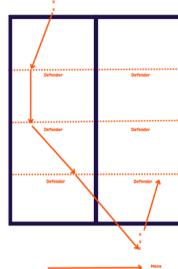


**PARKING LOT:** Children are drivers parking their cars through coloured gates. Red gates are wide, Blue are smaller, Orange are tiny — each worth different "parking points." They must steer their cars (balls) carefully through as many gates as they can in one minute without bumping into others. PROGRESSION: Add traffic wardens (defenders) blocking some gates to make parking tricky.

EYFS Link: Physical Development – Control, balance, and decision-making; Mathematics – Counting gates and comparing totals.

**ESCAPE THE TUNNEL:** Children enter the "tunnel" in groups of four. Each has a car (ball) and must drive from the start to the safe zone without losing control or getting tagged by tunnel guards (defenders). Start with no defenders, then add one and later two for more excitement. PROGRESSION: Narrow the tunnel or add cones as obstacles to avoid.

EYFS Link: Physical Development – Agility and control; PSED – Confidence and resilience when challenged.



**TRAFFIC JAM RELAY:** Children work in small "car teams" lined up one behind another. The first driver dribbles (drives) their car (ball) carefully to the "garage" (cone), parks by stopping the ball with one foot, and shouts "Your turn!" The next driver goes as soon as the first parks. Teams try to finish their traffic jam safely and smoothly — not the fastest, but the most controlled wins! PROGRESSION: Add road signs on the route (Stop, Turn, Slow) that children must follow to test listening and reaction skills.

EYFS Link: Physical Development – Speed control, coordination, and spatial awareness; Communication & Language – Listening and responding to instructions.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Big area first, smaller area for challenge.

#### TASK

Start with stop/start, then add car signals.

#### EQUIPMENT

Cones for gates, balls of different sizes.

#### PEOPLE

On my own first, then in pairs and small

### Cooldown

**PIT STOP STRETCH:** Children park their cars and sit in a circle for a pit stop. Reach up to "fill up with fuel," twist side to side to "check mirrors," and touch toes to "check tyres." Slow breathing brings their engines to a gentle stop. PROGRESSION: Add group counting or car sound effects to end the race calmly.

EYFS Link: Physical Development – Flexibility and relaxation; PSED – Reflecting on teamwork and effort.

# EYFS - Intro to Games

## Lesson Plan

# COMPETING

## EDSTART

**Lesson Objective** To be able to walk, move and run whilst using various pieces of equipment. **Lesson 2/6**

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

**Success Criteria** Children can:

- move around safely whilst holding various pieces of sporting equipment.
- stop, start running whilst using various pieces of equipment.
- change speed and direction safely and under control.

### EDSTART KNOW

- I can say how to hold equipment safely.
- I can tell how to move with control.
- I can say why I must look where I go.

### EDSTART GO

- I can carry, throw, and bounce a ball.
- I can change speed while moving.
- I can jump, leap, and land safely.

### EDSTART SHOW

- I can look after the equipment.
- I can take turns with others.
- I can clap for my friends.

### Warm Up

**CATCH THE COMET:** Children each have a bib tucked into the back of their shorts (their comet tail) and dribble their basketballs around the galaxy (hall). The aim is to steal other comets' tails while keeping control of their own ball. If a player loses their tail, they travel to the next galaxy (opposite area) to restart. **PROGRESSION:** Add a countdown timer to see who can keep their tail the longest or collect the most.

EYFS Link: Physical Development – Coordination, agility, and control; PSED – Turn-taking and managing feelings in competition.

### Main Activity

**EQUIPMENT EXPLORERS:** Children explore stations around the hall, each using a different piece of equipment to move in creative ways.

**Hoop Hoppers** – Jump and land safely inside hoops, practising balance.

**Cone Collectors** – Run, weave, and stack cones in patterns.

**Ball Balancers** – Walk slowly while balancing a ball on one hand.

**Marker Movers** – Move quickly to collect and replace coloured markers when the coach calls a colour.

**PROGRESSION:** Children perform each movement with added challenges—use opposite hand, add turns or jumps, or complete in pairs.

EYFS Link: Physical Development – Balance, strength, coordination; Communication & Language – Following multi-step instructions.

**GALAXY CHALLENGE STATIONS:** Children travel through space, visiting different “planets” (stations) to complete movement missions using their equipment. Each planet has a unique task that builds on their exploration skills while encouraging creativity and coordination.

**Planet Bounce:** Children bounce or roll their ball carefully around the planet’s craters (cones) without letting it drift away.

**Planet Spin:** Children hold a hoop and spin it around their waist, arm, or leg, keeping it moving smoothly like an orbiting planet.

**Planet Stack:** Children collect and stack cones to build a rocket tower, counting aloud how many levels they’ve reached.

**Planet Balance:** Children balance a beanbag or ball on their head or hand while walking slowly along a “space path” (marked line or rope).

Encourage them to move like astronauts—slow, careful, and full of control. After a few minutes, shout “BLAST OFF!” and everyone rotates to a new planet.

**PROGRESSION:** Add time challenges (e.g., “Can you orbit your planet three times in 30 seconds?”) or teamwork missions where pairs complete the station together, sharing equipment and helping each other.

EYFS Link: Physical Development: Enhances coordination, balance, and fine and gross motor control through varied movement tasks. Communication & Language: Encourages listening to instructions, turn-taking, and describing actions using imaginative space vocabulary (“orbit,” “launch,” “float”). PSED: Builds confidence, cooperation, and persistence through playful challenge and exploration.

**SPACE RACE RELAY:** Split the class into four teams. Each astronaut starts by running to the other side of the hall with their equipment (ball, hoop, cone), completing a set challenge (bounce, balance, roll) before returning to tag their teammate.

**PROGRESSION:** Add obstacles like cones to weave through or hoops to jump into.

EYFS Link: Physical Development – Coordination and motor planning; PSED – Teamwork and perseverance.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Wide space for safety, smaller area for challenge.

#### TASK

Start walking with equipment, then run and jump.

#### EQUIPMENT

Hoops, balls, beanbags.

#### PEOPLE

Alone first, then in pairs.

### Cooldown

**MOON LANDING STRETCH:** Children pretend to land their spaceship. They stretch tall to “reach the stars,” crouch low to “collect moon rocks,” then walk slowly back to Earth, breathing deeply.

**PROGRESSION:** Count down together from 10 before every movement for rhythm and calm.

EYFS Link: Physical Development – Flexibility and breathing control; PSED – Relaxing and self-regulating after activity.

# EYFS - Intro to Games

## Lesson Plan

# COMPETING

# EDSTART

<b>Lesson Objective</b>	To be able to move with a ball using a variety of technique against an opponent.	<b>Lesson 3/6</b>
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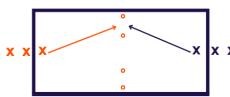
<b>Equipment Needed</b>	footballs (size 2), cones, bibs, markers, hoops.
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<b>Success Criteria</b>	Children can:
	<ul style="list-style-type: none"> <li>play against an opponent and understand how to keep the ball under control.</li> <li>use their bodies to protect the ball against the defender.</li> <li>what technique is needed depending on the game and / or ball.</li> </ul>

EDSTART KNOW	EDSTART GO	EDSTART SHOW
<ul style="list-style-type: none"> <li>I can say how to kick the ball gently.</li> <li>I can tell why I keep the ball close to my feet.</li> <li>I can listen to the coach's signals.</li> </ul>	<ul style="list-style-type: none"> <li>I can dribble the ball with my feet.</li> <li>I can stop the ball with my foot.</li> <li>I can change speed when moving.</li> </ul>	<ul style="list-style-type: none"> <li>I can try my best in races.</li> <li>I can wait for my turn.</li> <li>I can smile when others do well.</li> </ul>

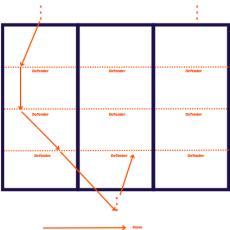
<b>Warm Up</b>	<b>JUMP &amp; FREEZE:</b> Children hop, jump and balance through hopscotch tracks across the hall. When the coach shouts "Stop!", they must freeze immediately—balancing on one leg or standing on two feet like statues. Encourage different ways to balance, such as arms out or eyes closed for extra challenge. <b>PROGRESSION:</b> Add colour or number calls, children must hop to that square next.  <b>EYFS Link:</b> Physical Development – Balance, jumping, coordination; Communication & Language – Listening and responding to instructions.
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<b>Main Activity</b>	<b>COMPASS CHALLENGE:</b> Children are explorers travelling the world! When the coach calls a direction—North, South, East or West—they must run, hop, or skip to that side of the hall and back to the middle. Change directions quickly to test listening and reaction. <b>PROGRESSION:</b> Add fun instructions like "Spin to South" or "Crawl to North."  <b>EYFS Link:</b> Physical Development – Movement and spatial awareness; Communication & Language – Understanding positional words.
	<b>LAVA RIVER:</b> Children must cross the lava safely using only spot markers as stepping stones. They work in small explorer teams, using teamwork and balance to get everyone across without touching the floor.  <b>PROGRESSION:</b> Give fewer stepping stones or add obstacles to make the crossing trickier  <b>EYFS Link:</b> Physical Development – Balance, control, coordination; PSED – Teamwork and turn-taking.



**SECRET AGENT DODGE:** Children are secret agents trying to sneak past a guard (defender) through one of two gates. The guard must try to tag them before they escape! The agents use quick direction changes and sprints to avoid being caught. **PROGRESSION:** Give each secret agent a "mission ball" to carry while dodging.

**EYFS Link:** Physical Development – Agility, speed, direction change; PSED – Confidence and self-regulation.



**ESCAPE THE ZONE:** Children are adventurers trying to run through three zones without being tagged by defenders. Attackers run one at a time, using speed, balance, and awareness to dodge defenders and reach safety. **PROGRESSION:** Add a ball to carry or dribble for an extra challenge.

**EYFS Link:** Physical Development – Coordination, reaction, spatial awareness; PSED – Resilience and perseverance.

<b>Adapted Learning (Differentiation) (Challenge)</b>	<b>SPACE</b> Big areas first, narrow gates later.	<b>TASK</b> Start without defenders, add defenders for challenge.	<b>EQUIPMENT</b> Cones for gates, footballs, rugby balls.	<b>PEOPLE</b> 1v1 first, then small groups.
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<b>Cooldown</b>	<b>ANIMAL STRETCH SAFARI:</b> Children pretend to be animals cooling down after their adventure—stretch tall like giraffes, curl small like hedgehogs, flap like butterflies, and reach side to side like elephants. End by taking deep breaths together to calm down. <b>PROGRESSION:</b> Ask children to create their own "cool down animal."  <b>EYFS Link:</b> Physical Development – Flexibility, body awareness; PSED – Relaxation and reflection.
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# EYFS - Intro to Games

## Lesson Plan

# COMPETING

## EDSTART

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

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

**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.

### EDSTART KNOW

- I can say what it means to dodge.
- I can tell why changing direction helps.
- I can say how to move away from crowded

### EDSTART GO

- I can dodge and swerve.
- I can run through gates without being tagged.
- I can move quickly to find space.

### EDSTART SHOW

- I can play fairly with others.
- I can listen to rules in games.
- I can celebrate my friends' tries.

### Warm Up

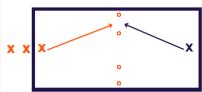
**TAGGED BY THE BULLDOG:** Children start at one end of the hall while one child—the “Bulldog”—stands in the middle. On “Go!”, the runners must cross to the other side without being tagged. If caught, they join the Bulldog team and help catch others. **PROGRESSION:** Add tag belts so Bulldogs must remove a tag instead of touching.

EYFS Link: Physical Development – Speed, agility, and reaction; PSED – Managing rules, fair play, and self-control.

### Main Activity

**CATCH THE COMETS:** Children are comets zooming around space, each wearing a tail (bib). The goal is to collect as many tails as possible within 30 seconds without losing your own. If you lose your tail, keep playing and try to collect another! **PROGRESSION:** Add a “safe zone” where players can rest for 3 seconds before rejoining.

EYFS Link: Physical Development – Coordination and balance; PSED – Turn-taking, confidence, and perseverance.

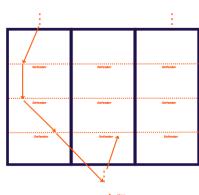


**RUN THE GATES:** Children work in pairs: one attacker, one defender. The attacker’s goal is to run through one of two “gates” without being tagged, while the defender guards both. Attackers must use speed, fakes, and quick direction changes to succeed. **PROGRESSION:** Add a rugby ball for attackers to carry while dodging defenders.

EYFS Link: Physical Development – Direction change, coordination, spatial awareness; PSED – Confidence, resilience, and problem solving.

**STAR DODGERS:** Children are space explorers dodging “falling stars” (soft balls or beanbags) rolled gently across the galaxy by the coach. Their mission is to move safely around the space zone without getting hit! If a star touches them, they freeze like statues until another comet (friend) zooms past and gives them a high five to set them free. Encourage children to move in different ways — sidestep, jump, twist, or hop — keeping eyes up and bodies controlled. **PROGRESSION:** Add more stars to dodge or allow children to become the “star throwers,” rolling carefully to test their friends’ reactions. Include small “safe planets” (hoops or mats) where players can rest for five seconds before rejoining the galaxy.

EYFS Link: Physical Development – Agility, coordination, and reaction; PSED – Cooperation, fair play, and awareness of others; Communication & Language – Listening and responding to game cues.



**ESCAPE THE MAZE:** Split the hall into three long lanes. Children take turns running through the “maze” without being tagged by defenders. Attackers must dodge and sprint through all zones to reach the finish safely. If tagged, they swap roles and become defenders. **PROGRESSION:** Add a ball to dribble or carry to increase difficulty.

EYFS Link: Physical Development – Agility, coordination, and reaction; Communication & Language – Understanding instructions, teamwork, and cooperation.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Large safe zones first, smaller for challenge.

#### TASK

Start with Bulldog, then tails and gauntlet.

#### EQUIPMENT

Cones, bibs, balls.

#### PEOPLE

Play 1v1 first, then teams.

### Cooldown

#### THE STRETCHING FOREST

Children imagine walking through a magical forest. Reach high to touch tall trees, bend low to duck under branches,

twist to look for animals, and breathe deeply like a calm breeze through the leaves.

Progression: Ask children to suggest new animal-inspired stretches for the group.

EYFS Link: Physical Development – Flexibility, balance, breathing; PSED – Relaxation, mindfulness, and body awareness.

# EYFS - Intro to Games

## Lesson Plan

COMPETING  
**EDSTART**

<b>Lesson Objective</b>	To show control and accuracy with the basic actions of throwing, rolling, bouncing, and			<b>Lesson 5/6</b>		
<b>Equipment Needed</b>	tennis balls, beanbags, medium sized ball, footballs (size 3), hoops, buckets, cones, markers.					
<b>Success Criteria</b>	Children can: <ul style="list-style-type: none"><li>understand their arm action whilst rolling a ball.</li><li>roll a ball using two hands.</li><li>track balls and other equipment, moving in line to collect them and understanding when the ball is at the top of its bounce.</li></ul>					
<b>EDSTART KNOW</b>		<b>EDSTART GO</b>	<b>EDSTART SHOW</b>			
<ul style="list-style-type: none"><li>I can say how to roll a ball.</li><li>I can tell when the ball is high in the air.</li><li>I can say how to catch with my hands.</li></ul>		<ul style="list-style-type: none"><li>I can roll a ball to my partner.</li><li>I can clap when the ball is high.</li><li>I can throw at targets</li></ul>	<ul style="list-style-type: none"><li>I can take turns in my group.</li><li>I can try my best when throwing.</li><li>I can cheer for my friends.</li></ul>			
<b>Warm Up</b>	<p><b>SKY CLAP CHALLENGE:</b> Children gently throw or bounce their ball into the air and clap once when they think it's reached the top of its flight. Focus on keeping eyes on the ball and soft hands when catching. Make it fun by adding "double clap" or "spin and catch" variations. Progression: Try clapping twice before catching or using a smaller ball for challenge.</p> <p>EYFS Link: Physical Development – Hand-eye coordination, timing, and reaction; Communication &amp; Language – Listening and following multi-step instructions.</p>					
<b>Main Activity</b>	<p><b>ROLL, SCOOP &amp; CATCH:</b> Children work in pairs. Player 1 rolls the ball gently; partner scoops it up from one knee using cupped hands, stands up, and underarm throws it back. Continue for 10 turns, then swap roles. Focus on smooth movement and soft catching. PROGRESSION: Keep the game continuous—how many successful catches can your pair make without dropping?</p> <p>EYFS Link: Physical Development – Coordination, balance, fine and gross motor control; PSED – Cooperation and turn-taking.</p> <p><b>SPICY HOT POTATO:</b> Children form groups of 6 in a circle. They throw and catch a "hot potato" ball quickly around the circle. If someone drops it, they must run around the outside and try to beat the ball back to their spot. Keep the rhythm fast and fun! PROGRESSION: Add a second ball to increase difficulty and focus.</p> <p>EYFS Link: Physical Development – Reaction time, catching accuracy; PSED – Managing emotions, participation, and teamwork.</p> <p><b>BULLSEYE ROLLERS:</b> In teams of 4, children line up to roll their ball towards a target (cones, hoops, or buckets). Each target is worth different points based on distance or size. Encourage aiming, gentle rolls, and control. After their turn, children collect the ball and rejoin the line. PROGRESSION: Add overarm or bounce throws to hit higher-value targets.</p> <p>EYFS Link: Physical Development – Aiming, control, precision; Mathematics – Understanding number, score, and distance.</p> <p><b>TARGET CHALLENGE SHOWDOWN:</b> Children put all their rolling, throwing, and catching skills together in one big team challenge. Set up a range of targets around the hall – hoops (1 point), cones (2 points), and buckets (3 points). Each team has three turns to score as many points as possible using accurate rolls, gentle underarm throws, or bounces. Encourage children to decide which target to aim for — closer ones are easier, but far ones score higher! After everyone has had a go, teams count their total score together and celebrate with a big cheer.</p> <p>PROGRESSION: Add different equipment for variation (beanbags, larger or smaller balls), change target distances, or add movement before each throw (e.g., jump, spin, or balance before rolling).</p> <p>EYFS Link: Physical Development – Coordination, aim, and control through varied motor tasks; Mathematics – Counting scores, comparing totals, and understanding value; PSED – Teamwork, cooperation, and celebrating effort and success together.</p>					
<b>Adapted Learning (Differentiation) (Challenge)</b>	<b>SPACE</b> Close targets first, longer distances later.	<b>TASK</b> Start with rolling, then add bouncing and throwing.	<b>EQUIPMENT</b> Beanbags, balls, hoops, buckets.	<b>PEOPLE</b> Work in pairs, then in groups.		
<b>Cooldown</b>	<p><b>CLOUD CATCHERS:</b> Children lie on their backs, stretch arms and legs wide, and pretend to "catch clouds" with big slow movements. Sit up, roll shoulders, and take deep breaths like filling up a balloon. Finish by "throwing" the clouds back into the sky. PROGRESSION: Ask children to name other gentle movements to relax their bodies.</p> <p>EYFS Link: Physical Development – Relaxation, flexibility, breathing; PSED – Mindfulness and calm transition from activity.</p>					

# EYFS - Intro to Games

## 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, footballs (size 3), 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 rules of a game.
- I can tell how to score in a game.
- I can remember to use my skills.

### EDSTART GO

- I can play small games.
- I can dodge and avoid defenders.
- I can play fairly in my team.

### EDSTART SHOW

- I can listen to the rules.
- I can clap for other teams.
- I can celebrate when my team tries hard.

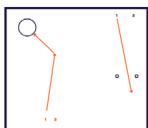
### Warm Up

**FREE THE FRIENDS:** Children each have a ball and move around the area while avoiding 2 or 3 "catchers." If caught, they freeze with their legs apart. To be freed, another player must roll their ball between the frozen player's legs and scoop it back safely. Swap catchers regularly to keep everyone active and laughing. **PROGRESSION:** Add challenges like hopping or dribbling while freeing teammates.

EYFS Link: Physical Development – Coordination, agility, and reaction; PSED – Cooperation and helping others.

### Main Activity

**CAROUSEL CHALLENGE:** Children rotate around 4 fun games in groups of 4–6, spending about 10 minutes at each station. Encourage teamwork, cheering, and safe competition.



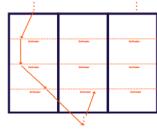
**HOOP GOLF:** Pairs create their own "hole" by placing a hoop or bucket target in the area. Players aim to roll, bounce, or throw a beanbag into or through it using the fewest tries possible. **PROGRESSION:** Make targets smaller or further away each round.

EYFS Link: Physical Development – Precision and control; Mathematics – Counting and problem solving.



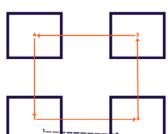
**SHIP STRIKE:** In pairs, children set up 4 cones as "ships." One child attacks by rolling or throwing the ball to knock over the opponent's ships while defending their own. After each game, swap roles. **PROGRESSION:** Add time limits or increase ship numbers for difficulty.

EYFS Link: Physical Development – Hand-eye coordination; Understanding the World – Strategic thinking and fair play.



**ESCAPE RUN:** Children run through 3 zones guarded by defenders. They must dodge and sprint to reach the other side safely without being tagged. Once tagged, they join the defenders. **PROGRESSION:** Add a ball to dribble or carry to test control.

EYFS Link: Physical Development – Speed, direction, spatial awareness; PSED – Resilience and self-regulation.



**BASE RACERS:** In groups of 5, one child runs around 4 bases while the others pass a beanbag quickly through each base in order. The runner scores a point if they make it home before the throwers complete their circuit. **PROGRESSION:** Use smaller targets or faster passes for challenge.

EYFS Link: Physical Development – Coordination, teamwork, and timing; Communication & Language – Listening and responding effectively.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Big areas for easy play, smaller for challenge.

#### TASK

Try one game at a time, then carousel of games.

#### EQUIPMENT

Cones, hoops, balls, beanbags.

#### PEOPLE

Pairs first, then groups of 4–6.

### Cooldown

**THE SLOW TRAIN:** Children form a train and move slowly around the area. Each time the coach calls a new station (e.g., "stretch town," "bend city," "reach mountain"), the train stops and performs that movement together. **PROGRESSION:** Allow children to invent their own "stations."

EYFS Link: Physical Development – Flexibility and balance; PSED – Reflection and group cooperation.