

EYFS - Fundamental Movement Skills

Object Control - Lesson Plan

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

Equipment Needed cones, markers, hoops, bean bags.

Success Criteria Children can:

- understand the word space and use it safely.
- find, walk and run-in space.
- listen to instructions and engage them in the activity.

EDSTART KNOW

- I can say the names of ways to move.
- I can tell which way I am going.
- I can say why I need space.

EDSTART GO

- I can walk, run, hop, and skip.
- I can move like animals and vehicles.
- I can balance a beanbag on my body.

EDSTART SHOW

- I can use space safely.
- I can wait my turn in games.
- I can cheer for my friends.

Warm Up

MAGIC MOVES: Children move freely around the hall listening to the coach's magic remote control commands: STOP, PAUSE, PLAY, FAST FORWARD, REWIND, and SLOW-MOTION. Encourage them to respond quickly and move with control while exploring speed and direction. Add creative challenges such as "Jump," "Spin," or "Balance" for extra fun. **PROGRESSION:** Children take turns being the "remote control," calling out the actions for their friends to follow.

EYFS Link: Physical Development – Listening, responding, and controlling movement; Communication & Language – Following multi-step instructions; PSED – Confidence in leading and cooperating with others.

Main Activity

VEHICLE VOYAGE: Children explore imaginative travel movements around the hall: Cars jog while steering, planes glide with arms out wide, motorbikes hop on one foot, trains link up in lines, and submarines crawl low across the floor. Encourage children to change direction, speed, and level while staying in control and avoiding others. **PROGRESSION:** Add obstacles like cones to move around or signals to respond to (traffic lights, roundabouts).

EYFS Link: Physical Development – Coordination and spatial awareness; Communication & Language – Understanding and following themed instructions; Expressive Arts & Design – Using imagination through movement.

BALANCING BUDDIES: Using the movements from the warmup, children make small and large shapes using different body parts. Encourage balance and stillness by placing a beanbag on a chosen body part — shoulder, knee, or foot — while maintaining control. Praise creative poses and smooth transitions between shapes. **PROGRESSION:** Challenge children to move slowly between two shapes while keeping the beanbag balanced.

EYFS Link: Physical Development – Strength, balance, and flexibility; PSED – Persistence and self-regulation; Expressive Arts & Design – Exploring body shapes and creative expression.

SAFARI SHUFFLE: Children explore animal-inspired movement! When the coach calls "Coach went to the zoo and saw a...", children move like that animal. For example, stomp like an elephant, crawl like a tiger, bounce like a frog, or waddle like a penguin. Use music to add rhythm and excitement. **PROGRESSION:** Children suggest their own animals and lead the movement for others.

EYFS Link: Physical Development – Gross motor control; Communication & Language – Vocabulary building through imaginative play; Expressive Arts & Design – Role play and creativity through movement.

BOUNCY BURROW ESCAPE: Children try to cross the hall without being caught by the farmer! They move using jumps, hops, and bounces, showing control and creativity. Hoops are placed as "rabbit holes" where they can rest safely for a few seconds before moving again. **PROGRESSION:** Reduce the number of rabbit holes to increase challenge and teamwork.

EYFS Link: Physical Development – Agility and reaction; PSED – Cooperation and managing emotions during play; Understanding the World – Exploring rules and turn-taking.

Adapted Learning (Differentiation) (Challenge)

SPACE

Big area first, smaller space for challenge.

TASK

Copy moves, then make own shapes.

EQUIPMENT

Cones, hoops, beanbags.

PEOPLE

Alone first, then in groups.

Cooldown

RABBIT REST: Children sit quietly in their rabbit holes (hoops), practising calm breathing in through the nose and out through the mouth. Encourage them to reflect: "Which movement did you enjoy most?" and "How did you stay balanced today?" **Progression:** Add gentle stretches linked to animals — reach tall like a giraffe, curl small like a mouse.

EYFS Link: Physical Development – Relaxation and breathing control; PSED – Managing feelings and calm reflection; Communication & Language – Expressing thoughts and experiences.

EYFS - Fundamental Movement Skills

Object Control - Lesson Plan

Lesson Objective To be able to change the way they are travelling in a controlled manner and show an awareness of **Lesson 2/6** directions.

Equipment Needed cones, markers, hoops, bean bags.

Success Criteria Children can:

- have control when changing direction.
- vary speed of movements under control.
- demonstrate different ways of travelling slow and fast.

EDSTART KNOW

- I can say what stop, start, and turn mean.
- I can tell why I look before moving.
- I can say how to go fast and slow.

EDSTART GO

- I can move north, south, east, and west.
- I can stop at red and go at green.

EDSTART SHOW

- I can follow the rules.
- I can smile when I play.
- I can say "good try" to friends.

Warm Up

THE ROUNDABOUT: Children sit in a circle and are numbered 1–6. When the coach calls a number, all children with that number must jump up, run around the outside of the circle, and return to their spot as quickly as possible. Encourage them to move safely, avoiding others while keeping control. Progression: Children start lying face down and must jump up quickly before running, building reaction speed and awareness.

EYFS Link: Physical Development – Developing coordination, reaction time, and spatial awareness; Communication & Language – Listening and responding to instructions; PSED – Confidence, teamwork, and turn-taking.

Main Activity

DIRECTION DASH: Name each side of the area North, South, East, and West. When the coach shouts a direction, all children run to that side and back to the middle. Change directions quickly to encourage agility and listening skills. Add fun challenges like "stormy weather" (run on the spot) or "freeze" (stand still in a pose). PROGRESSION: Add clues instead of directions, e.g., "Polar bears live in the..." (North), to encourage thinking and listening.

EYFS Link: Physical Development – Speed, balance, and directional awareness; Communication & Language – Understanding and recalling positional language; PSED – Managing excitement and self-regulation during fast-paced play.

TRAFFIC JAM: Each child holds a cone or hoop as their "steering wheel." When the coach holds up a red cone, they stop; amber means jog on the spot; green means move freely around the hall. Add "Roundabout" (run around a hoop), "Motorway" (move faster), "Reverse" (walk backwards), and "Speed Camera" (move slowly). PROGRESSION: Ask children to call the colours and lead the group, building confidence and listening focus.

EYFS Link: Physical Development – Control, speed, and agility; Communication & Language – Responding to visual and verbal cues; PSED – Turn-taking, leadership, and self-control.

BALANCING BONANZA: Using previous movements, children explore making small and large shapes using different body parts. Introduce beanbags to balance on hands, shoulders, knees, or feet while staying still. Encourage creative poses and body awareness. PROGRESSION: Ask children to move slowly between two different shapes without dropping the beanbag.

EYFS Link: Physical Development – Strength, coordination, and balance; Expressive Arts & Design – Using the body creatively; PSED – Concentration, confidence, and perseverance.

TREASURE SNEAK: Children start at one end of the hall while the coach lies at the other end pretending to sleep. When the coach is "asleep," children sneak forward to grab treasure (cones). When the coach "wakes," everyone must freeze completely still. If anyone moves, they return to the start. PROGRESSION: Add sound effects or music that stops suddenly to build anticipation and reaction.

EYFS Link: Physical Development – Control, stopping and starting movements; PSED – Patience and turn-taking; Communication & Language – Listening and understanding timing cues.

Adapted Learning (Differentiation) (Challenge)

SPACE

Wide open area first, then smaller.

TASK

Start with one direction, then many.

EQUIPMENT

Change the size, shape, texture.

PEOPLE

Alone first, then in teams.

Cooldown

PIT STOP REFLECTION: Children sit quietly in a circle holding their "steering wheel" (cone or hoop). Guide them to take deep breaths — in through the nose, out through the mouth. Ask reflection questions such as, "Which game made your heart beat fastest?" or "Which pose made you feel strong?" Encourage slow stretches to relax muscles.

EYFS Link: Physical Development – Relaxation and awareness of breathing; PSED – Self-regulation and emotional calm; Communication & Language – Reflecting and expressing ideas clearly.

EYFS - Fundamental Movement Skills

Object Control - Lesson Plan

Lesson Objective To be able to demonstrate different ways of travelling using small and large body parts. **Lesson 3/6**

Equipment Needed Bean bags, hoops, mats

Success Criteria Children can:
 • demonstrate different ways of travelling using small and large body parts.

EDSTART KNOW

- I can say names of body parts.
- I can tell how to balance on them.
- I can say why I need control.

EDSTART GO

- I can travel on small and big body parts.
- I can touch as many spots as I can.
- I can move quietly in games.

EDSTART SHOW

- I can share space with others.
- I can play kindly.
- I can clap for my group.

Warm Up

OCEAN ESCAPE: Two children are chosen as “sharks” while the rest become “minnows.” The minnows must move across the ocean (hall) without being caught by the sharks. If tagged, they join the sharks! Mats are islands for rest, but only three minnows can be on each island at a time. Encourage children to move in different ways — skipping, side-stepping, or hopping. **PROGRESSION:** Add more sharks or remove one island to make it trickier for the minnows to survive.

EYFS Link: Physical Development – Agility, speed, and spatial awareness; Communication & Language – Listening and following instructions; PSED – Cooperation, managing feelings when caught, and teamwork.

Main Activity

TRAFFIC JAM: Each child holds a cone or hoop as their steering wheel. When the coach holds up a red cone, they stop immediately. Amber means jog on the spot, green means move freely. Add fun commands like “Roundabout” (run around a hoop), “Reverse” (walk backwards looking over the shoulder), “Motorway” (move fast), and “Speed Camera” (slow walking). **PROGRESSION:** Ask confident children to lead the group by calling the commands.

EYFS Link: Physical Development – Coordination, control, and reaction speed; Communication & Language – Understanding and responding to cues; PSED – Turn-taking and leading others confidently.

SPACE HUNTERS: Children move around the hall and try to touch as many coloured spots as they can in 20 seconds. Encourage them to look around for open spaces and change direction often. Challenge them to reach every colour or specific ones called out by the coach **PROGRESSION:** Children pair up and mirror each other’s movements while touching spots together, switching leaders each round.

EYFS Link: Physical Development – Spatial awareness, balance, and direction changes; Communication & Language – Listening and identifying colours; PSED – Cooperation and turn-taking.

TREASURE SNEAK: Children line up at one end while the coach lies at the other pretending to sleep. When the coach is “asleep,” children tiptoe forward to steal a treasure (cone). If the coach “wakes up,” everyone freezes — if they move, they go back to the start. **PROGRESSION:** Add small obstacles or limit how many treasures can be taken at once for added challenge.

EYFS Link: Physical Development – Control, balance, and precise movement; Communication & Language – Responding to timing cues; PSED – Patience, persistence, and rule-following.

Adapted Learning (Differentiation) (Challenge)

SPACE

Big space for beginners, smaller for challenge.

TASK

Balance on hands, feet, tummies.

EQUIPMENT

Change the size, shape, texture.

PEOPLE

Alone first, then in pairs.

Cooldown

OCEAN BREEZE RELAXATION: Children find a space on their mat or the floor and take deep breaths in and out. Ask them to imagine they’re floating on calm ocean waves after escaping the sharks. Stretch arms high like seaweed, curl small like shells, and then relax completely.

EYFS Link: Physical Development – Relaxation and breathing; PSED – Calming and self-regulation; Communication & Language – Reflecting on what they enjoyed most in the lesson.

EYFS - Fundamental Movement Skills

Object Control - Lesson Plan

Lesson Objective To be able to demonstrate wide, thin, tall, and curled body shapes when travelling. **Lesson 4/6**

Equipment Needed Bean bags, hoops, mats

Success Criteria Children can:

- show a variety of shapes whilst being under control.
- travel on small parts of the body and show different shapes.

EDSTART KNOW

- I can say wide, thin, tall, and curled.
- I can tell how to travel in shapes.
- I can say why balance matters.

EDSTART GO

- I can make different shapes with my body.
- I can balance a beanbag on my hand, shoulder, or head.
- I can freeze when tagged.

EDSTART SHOW

- I can try my best at balancing.
- I can cheer when friends make shapes.
- I can play fairly.

Warm Up

BEAN BONANZA: Children move freely around the hall, listening carefully for the coach's bean commands. Each bean has a fun action — Runner Bean (run fast), Jumping Bean (jump up and down), Jelly Bean (wobble and shake), String Bean (stretch tall), Broad Bean (make a wide shape), Baby Bean (curl small), and Beans on Toast (lie flat on the floor). Encourage quick reactions and laughter as they switch between beans. **PROGRESSION:** Add new creative beans like "Magic Bean" (freeze in a superhero pose) or "Robot Bean" (move with stiff arms).

EYFS Link: Physical Development – Coordination, speed, and reaction; Communication & Language – Listening and following multi-step instructions; PSED – Confidence, turn-taking, and self-regulation.

Main Activity

BODY BUILDER: Children explore different ways of making small and large body shapes using various body parts. Encourage them to hold strong, still balances and to move smoothly between poses. Add fun challenges — "Touch the ball with your elbow!" or "Balance using three body parts only!" **PROGRESSION:** Children perform balances while holding a beanbag, testing their control and stability.

EYFS Link: Physical Development – Strength, balance, and flexibility; Expressive Arts & Design – Exploring creative body movements; PSED – Concentration and self-confidence.

BEAN BAG BALANCE: Set up simple obstacles like cones or hoops around the hall. Each child balances a beanbag on the back of their hand (palm down) and walks carefully through the obstacles. Change "gears" to increase difficulty — first gear (slow walk), second gear (medium pace), third gear (fast walk). **PROGRESSION:** Move the beanbag to trickier spots — shoulder, head, or back — to test balance and control.

EYFS Link: Physical Development – Core strength and coordination; Communication & Language – Responding to verbal cues; PSED – Persistence and self-control.

BEAN TAG CHALLENGE: Two children are "taggers" who must try to freeze others by tagging them. When tagged, children hold a strong balance pose, pretending to be a frozen bean! Teammates can unfreeze them by carefully balancing a beanbag on the frozen player's shoulder. Encourage creativity in balancing and movement styles. **PROGRESSION:** Add different travel actions like skipping, hopping, or side-stepping for variety.

EYFS Link: Physical Development – Movement control and balance; PSED – Cooperation and teamwork; Communication & Language – Understanding and applying game rules.

Adapted Learning (Differentiation) (Challenge)

SPACE

More space first, tighter for challenge.

TASK

Easy shapes first, harder later.

EQUIPMENT

Beanbags, balls, cones.

PEOPLE

Alone first, then pairs and teams.

Cooldown

RELAXED BEAN STRETCH: Children spread out in their own space and sit or lie down with their beanbag resting gently on their tummy. They watch it rise and fall as they breathe slowly in and out. Finish with gentle stretches — reach tall like a String Bean, curl small like a Baby Bean, and relax like a Beans on Toast.

EYFS Link: Physical Development – Relaxation and breathing awareness; PSED – Managing feelings and calm reflection; Communication & Language – Talking about their favourite bean movement.

EYFS - Fundamental Movement Skills

Object Control - Lesson Plan

Lesson Objective To know, understand and show how to jump; land and sink down. **Lesson 5/6**

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

Success Criteria Children can:

- safely jump, hop, 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.
- jump off an object and land appropriately.

EDSTART KNOW

- I can say what a jump is.
- I can tell how to bend my knees.
- I can say why I land on two feet.

EDSTART GO

- I can hop, bounce, and leap.
- I can jump from one foot to two.
- I can jump and land safely.

EDSTART SHOW

- I can take turns in jumping.
- I can clap for my partner.
- I can celebrate my team.

Warm Up

JUMP AND FREEZE: Lay out hopscotch lines or use chalk to mark them on the floor. Children hop and jump along the hopscotch, keeping their movements light and controlled. When the coach shouts "Stop!", they must freeze immediately, balancing on one leg or standing still on two feet. Encourage quick reactions and stable balances. **PROGRESSION:** Add extra challenges — balance for longer on one leg, change directions mid-hop, or call "Switch!" to make them restart backwards.

EYFS Link: Physical Development – Building balance, coordination, and core strength; PSED – Turn-taking and managing excitement; Communication & Language – Listening and responding to instructions.

Main Activity

SPOT HUNTERS: Children move around the hall, touching as many floor spots as possible within 20 seconds. They must keep their heads up to look for open spaces and avoid bumping into others. Add mini challenges — "Can you touch every colour?" or "Can you reach the furthest spot?" **PROGRESSION:** Children pair up and mirror their partner's movements while touching spots together. Swap leaders each round.

EYFS Link: Physical Development – Spatial awareness and agility; Communication & Language – Understanding positional words; PSED – Cooperation and awareness of others.

SHAPE JUMPERS: Children take turns to jump and leap with control, showing good body tension and balance on landing. Encourage them to make clear shapes in the air — straight, tucked, or star — while their partner watches and gives kind feedback. Focus on safe landings and soft knees. **PROGRESSION:** Challenge children to connect two shapes together, e.g. "star to tuck" in one jump.

EYFS Link: Physical Development – Coordination and body awareness; PSED – Confidence and teamwork; Expressive Arts & Design – Using movement creatively.

TWIST AND LAND: Children work with a partner on mats to practise safe jumping and controlled landings before adding a gentle twist. Once they can land successfully, they create a two-move mini routine — jump and twist! Encourage rhythm and expression. **PROGRESSION:** Ask them to include a starting pose and a freeze at the end.

EYFS Link: Physical Development – Strength and core control; Expressive Arts & Design – Developing dance-like movement; PSED – Sharing ideas with a partner.

OCEAN JUMPS: Pretend the floor is the ocean and the cones or ropes are waves. Children must jump over each wave using two feet together. Explore other ways to travel — hop on one foot, leap from one to two, or create star shapes mid-air. **PROGRESSION:** Vary wave sizes or shout challenges like "Tuck jump the big wave!" to keep children engaged.

EYFS Link: Physical Development – Balance, agility, and power; Communication & Language – Following complex instructions; Expressive Arts & Design – Imaginative themed play.

Adapted Learning (Differentiation) (Challenge)

SPACE

Small jumps first, longer jumps later.

TASK

Try shapes: straight, star, tuck.

EQUIPMENT

Mats, hoops, cones.

PEOPLE

Pairs to watch and help.

Cooldown

STRETCHING BY THE SEA: Children sit on their mats and stretch slowly, pretending to be sea creatures relaxing on the beach. Stretch tall like seaweed, wide like a starfish, and curl small like a seashell. Take deep breaths in and out, calming the body and mind.

EYFS Link: Physical Development – Relaxation and flexibility; PSED – Self-regulation and emotional calm; Communication & Language – Reflecting on learning and sharing what they enjoyed.

EYFS - Fundamental Movement Skills

Object Control - Lesson Plan

Lesson Objective To be able to stand momentarily on one foot when shown. **Lesson 6/6**

Equipment Needed Rope, bean bags, mats.

Success Criteria Children can:

- move, hop, run, and bounce around under control.
- balance using small body parts safely.

EDSTART KNOW

- I can say what balance means.
- I can tell how many body parts I use.
- I can say why I stay still.

EDSTART GO

- I can balance on one foot.
- I can freeze on different body parts.
- I can step across "stones" without falling.

EDSTART SHOW

- I can play kindly in balancing games.
- I can clap for my friends.
- I can finish calmly.

Warm Up

JUMP AND FREEZE: Lay out several hopscotch lines across the hall or playground. Children hop, jump, and skip along the paths, focusing on balance and coordination. When the coach shouts "Stop!", they must freeze immediately, either balancing on one leg or landing on two feet. Encourage good posture and steady holds. **PROGRESSION:** Add challenges such as balancing for longer, hopping backwards, or starting from different points on the hopscotch.

EYFS Link: Physical Development – Coordination, stability, and gross motor control; PSED – Managing focus and control; Communication & Language – Listening and responding to instructions.

Main Activity

LIMB LAUNCH: Tie a rope horizontally about half a metre off the ground with coloured or numbered tape hanging from it. Children stand by their cones and listen carefully as the coach calls out a body part and a colour or number. They must stretch or balance to touch the correct tape using that body part and return to standing tall. **PROGRESSION:** Add quicker commands or short sequences (e.g., "Right hand blue, left foot yellow!") to challenge memory and coordination.

EYFS Link: Physical Development – Balance, flexibility, and body awareness; Communication & Language – Following multi-step instructions; PSED – Confidence and perseverance.

BALANCE MASTER: Children find their own space and copy the coach as they hold a range of balances — one-leg, star, tuck, and stretch. Encourage them to make their own creative shapes, focusing on control and stillness. Ask questions like, "Can you balance tall like a tree?" or "Can you balance small like a pebble?" **PROGRESSION:** Challenge children to hold their balance for longer or close their eyes while balancing.

EYFS Link: Physical Development – Core strength and coordination; Expressive Arts & Design – Exploring movement and shape; PSED – Self-confidence and concentration.

BODY COUNT: Children jog lightly around the hall. When the coach calls out a number, they must balance using that many body parts. For example, "Three!" means perhaps one foot and two hands; "One!" means standing on one leg. Encourage creativity and fun while testing stability. **PROGRESSION:** Add small hand apparatus like beanbags to balance while holding poses.

EYFS Link: Physical Development – Strength and balance; Mathematics – Counting and problem solving through movement; Communication & Language – Understanding number vocabulary.

CROSS THE RIVER: Children imagine they are sailors trying to reach an island without falling into the sea. Set two lines with cones for the ship and the island, and place spot markers in between as stepping stones. Children must step only on the spots to cross safely. Place some stones close together (easy) and steps further apart (challenging). **PROGRESSION:** Encourage teamwork — pairs can help guide each other across without touching the "water."

EYFS Link: Physical Development – Balance, coordination, and spatial awareness; PSED – Turn-taking and cooperation; Communication & Language – Problem-solving discussions.

Adapted Learning (Differentiation) (Challenge)

SPACE

Close stepping stones first, further apart later.

TASK

Short balances first, longer later.

EQUIPMENT

Ropes, mats, spot markers.

PEOPLE

Alone first, then in small groups.

Cooldown

STILL SEA STRETCH: Children sit or lie on a mat pretending to float on calm water. They stretch their arms wide like starfish, then curl small like pebbles. Breathe slowly in and out, relaxing the body after movement.

EYFS Link: Physical Development – Relaxation and flexibility; PSED – Managing emotions and calm reflection; Communication & Language – Sharing how their body feels after activity.