

# EYFS - Fundamental Movement Skills

## Locomotor Skills - Lesson Plan

MOVING  
EDSTART

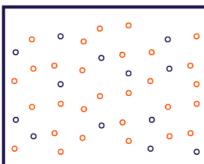
<b>Lesson Objective</b>	To be able to safely move around at different speeds, heights and being able to stop and start under control.	<b>Lesson 1/6</b>
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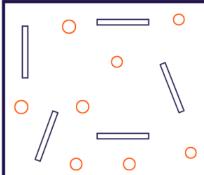
<b>Equipment Needed</b>	,cones, markers, hoops, bean bags, benches,
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<b>Success Criteria</b>	Children can: <ul style="list-style-type: none"><li>safely find space and move around avoiding obstacles.</li><li>travel at various speeds and can change the way they are travelling.</li><li>safely under control stop and start running / moving.</li><li>revise and refine the fundamental movement skills they have already acquired: (rolling, crawling, walking, jumping, running, hopping, skipping, climbing).</li></ul>
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<b>EDSTART KNOW</b>	<b>EDSTART GO</b>	<b>EDSTART SHOW</b>
<ul style="list-style-type: none"><li>I can say slow, fast, high, and low.</li><li>I can tell why I stop and start.</li><li>I can name ways to move.</li></ul>	<ul style="list-style-type: none"><li>I can run, hop, skip, and crawl.</li><li>I can move fast, slow, high, and low.</li><li>I can stop safely when told.</li></ul>	<ul style="list-style-type: none"><li>I can share space with others.</li><li>I can cheer when friends play.</li><li>I can wait for my turn.</li></ul>

<b>Warm Up</b>	<b>JUMP &amp; FREEZE:</b> Lay out several hopscotch lines around the hall. Children take turns hopping, jumping, and skipping through the course. When the coach shouts "Stop!", everyone must freeze — balancing on one leg or standing still on two feet. Focus on landing softly and keeping balance steady. <b>PROGRESSION:</b> Call out extra challenges such as "Freeze tall like a tree!" or "Balance small like a pebble!" to vary postures and improve stability.  <b>EYFS Link:</b> Physical Development – Coordination, balance, and motor control; PSED – Managing focus and body awareness; Communication & Language – Listening and responding quickly to cues.
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<b>Main Activity</b>	 <b>CONE CHAOS:</b> Split the class into four teams, each assigned a colour. Spread cones across the space — some facing up (domes) and some down (dishes). On the whistle, children run to flip cones to their team's shape. The aim is to have the most cones in their team's position by the end. No kneeling allowed — stay moving and alert! <b>PROGRESSION:</b> Add time limits or make a rule that children can only move sideways or skip while flipping cones.  <b>EYFS Link:</b> Physical Development – Agility, speed, and coordination; PSED – Teamwork and cooperation; Communication & Language – Understanding instructions and strategy.
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 <b>BALANCE ADVENTURE:</b> Set up benches (snakes) and hoops (ladders) across the area. Children carefully walk along the benches without touching the floor and hold a balance in each hoop. Encourage creative shapes while balancing — star, tuck, stretch, or twist. Focus on moving slowly and maintaining control. <b>PROGRESSION:</b> Ask children to change their balance each time or travel in a new way (sideways, crawling, tiptoeing).  <b>EYFS Link:</b> Physical Development – Core strength, balance, and stability; PSED – Confidence and persistence; Expressive Arts & Design – Exploring movement and body shape.	
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<b>THE GREAT ADVENTURE COURSE:</b> Create an obstacle course around the hall using benches, mats, tunnels, cones, and hoops. Children move over, under, and through obstacles — jumping with two feet, crawling low, and walking along benches without touching the floor. Encourage them to move safely, take turns, and help each other complete the challenge. <b>PROGRESSION:</b> Add time challenges or invite pairs to complete the course together to build cooperation.  <b>EYFS Link:</b> Physical Development – Balance, coordination, and gross motor strength; PSED – Risk-taking and resilience; Communication & Language – Describing movements and actions.	
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<b>Adapted Learning (Differentiation) (Challenge)</b>	<b>SPACE</b> Big area first, smaller space for challenge.	<b>TASK</b> Start with stop/start, then add obstacles.	<b>EQUIPMENT</b> Cones, hoops, beanbags.	<b>PEOPLE</b> Alone first, then with teams.
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<b>Cooldown</b>	<b>THE SLEEPY SNAKE:</b> Children lie down on their mats pretending to be sleepy snakes resting after a long adventure. Take deep breaths, stretching long and curling small. End by sitting quietly, talking about their favourite part of the lesson.  <b>EYFS Link:</b> Physical Development – Relaxation and controlled breathing; PSED – Managing feelings and calm reflection; Communication & Language – Sharing experiences and self-expression.
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# EYFS - Fundamental Movement Skills

## Locomotor Skills - Lesson Plan

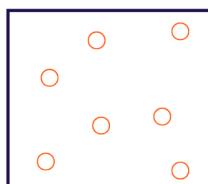
MOVING  
EDSTART

<b>Lesson Objective</b>	To be able to walk, move and run whilst using various pieces of equipment.	<b>Lesson 2/6</b>
<b>Equipment Needed</b>	Disc Cones, hoops, Speed ladders	
<b>Success Criteria</b>	Children can: <ul style="list-style-type: none"><li>move around safely whilst holding various pieces of sporting equipment.</li><li>know how to stop / start running whilst using various pieces of equipment.</li><li>change speed and direction safely and under control.</li><li>develop overall body-strength, balance, co-ordination and agility.</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 hold a hoop or cone.</li><li>I can tell why I look where I go.</li><li>I can name different equipment.</li></ul>	<ul style="list-style-type: none"><li>I can run while carrying equipment.</li><li>I can play small games.</li><li>I can change speed and direction safely.</li></ul>	<ul style="list-style-type: none"><li>I can look after equipment.</li><li>I can share with my team.</li><li>I can say "good job" to friends.</li></ul>

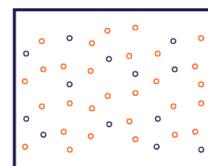
<b>Warm Up</b>	<b>FOLLOW THE CAPTAIN:</b> Children spread out in their own space. The coach gives fun movement commands beginning with "Coach says..." (e.g., "Coach says jump like a frog," "Coach says run on the spot"). If the coach gives a command without saying "Coach says," anyone who moves is "caught by the captain." Encourage laughter and listening! PROGRESSION: Add themed commands — "Coach says scrub the deck," "Coach says climb the rigging," "Coach says swab the floor" to fit a pirate or adventure theme.  EYFS Link: Physical Development – Coordination and control; PSED – Managing impulses and focus; Communication & Language – Listening carefully and following instructions.
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<b>Main Activity</b>	<b>MOVE LIKE A MACHINE:</b> Children explore how to travel in different ways around the hall. When the coach calls a vehicle, they copy its movement: Car – jog and steer; Plane – glide with arms out; Motorbike – hop on one foot; Train – link with others and move together; Submarine – crawl or shuffle low. Emphasise safe movement and awareness of others. PROGRESSION: Add challenges like changing direction quickly or switching vehicles mid-call.  EYFS Link: Physical Development – Spatial awareness and agility; Expressive Arts & Design – Using imagination through movement; PSED – Cooperative play and self-confidence.
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**OCEAN ESCAPE:** Set out hoops as "islands" across the hall. Children swim around the "ocean" by skipping, hopping, or side-stepping. When the coach shouts "Shark Attack!", they must quickly get to an island to stay safe. Only a set number of children can stand in each hoop. Reduce hoops each round to build excitement and quick decision-making. PROGRESSION: Add more movement types (e.g., "Crabs crawl," "Fish dart," "Dolphins jump") or introduce multiple sharks.

EYFS Link: Physical Development – Agility and quick reactions; PSED – Decision-making and risk-taking; Communication & Language – Understanding spatial concepts and responding to prompts.



**PIRATE TREASURE HUNT:** Divide the children into small pirate crews of up to four. Hide small beanbags, coins, or soft balls (the treasure) under cones scattered around the space. One player from each crew runs out to lift one cone, collecting treasure if they find it, then runs back to tag their teammate. The team with the most treasure at the end wins! PROGRESSION: Introduce "pirate guards" who can tag treasure hunters, or make some cones "traps" where players must skip twice before returning.

EYFS Link: Physical Development – Running, stopping, and bending; PSED – Teamwork and turn-taking; Communication & Language – Listening, strategy, and sharing success.

<b>Adapted Learning (Differentiation) (Challenge)</b>	<b>SPACE</b> Wide areas for safety, smaller for challenge.	<b>TASK</b> Carry, then balance equipment while moving.	<b>EQUIPMENT</b> Hoops, ladders, cones, treasure.	<b>PEOPLE</b> Alone first, then in groups.
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<b>Cooldown</b>	<b>CALM SEAS:</b> Children sit in a circle pretending to be pirates resting after their adventure. They take deep breaths, stretch their arms wide like sails catching the wind, and curl small like treasure chests. End with a calm reflection — "What was your favourite part of the voyage?"  EYFS Link: Physical Development – Relaxation and flexibility; PSED – Self-regulation and reflection; Communication & Language – Expressing thoughts and feelings.
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# EYFS - Fundamental Movement Skills

## Locomotor Skills - Lesson Plan

MOVING  
EDSTART

**Lesson Objective** To be able to move around using various techniques **Lesson 3/6**

**Equipment Needed** Cones, hoops, benches, tunnels,

**Success Criteria** Children can:

- develop confidence, competence, precision and accuracy when engaging in movement.
- move energetically, such as running, jumping, dancing, hopping, skipping and climbing, whilst safely negotiating space

### EDSTART KNOW

- I can say names of movements.
- I can tell how to move with control.
- I can say how to stay safe in space.

### EDSTART GO

- I can walk, run, hop, crawl, and jump.
- I can play small games.
- I can balance in hoops or on benches.

### EDSTART SHOW

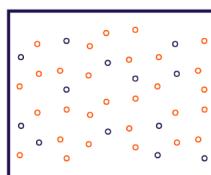
- I can be careful around others.
- I can clap when friends play.
- I can play fairly in teams.

### Warm Up

**JUMP & BALANCE:** Lay out several hopscotch lines around the hall. Children jump and hop along the course using one or two feet. When the coach shouts "Stop!", everyone freezes — balancing on one leg or standing tall on two feet. Encourage strong, still balances and soft landings. **PROGRESSION:** Call out "Star!", "Tuck!", or "Stretch!" for children to freeze in different shapes.

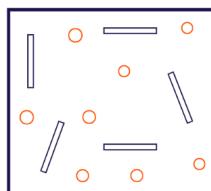
**EYFS Link:** Physical Development – Coordination, balance, and gross motor skills; PSED – Focus and body control; Communication & Language – Listening and responding to instructions.

### Main Activity



**CONE CHAOS:** Split the class into four teams, each with a cone colour. Spread the cones around — some upright (domes), some upside down (dishes). When the whistle blows, children race to flip cones to match their team's target shape. Everyone must stay moving, no kneeling! The team with the most cones flipped their way wins. **PROGRESSION:** Add movement challenges — hopping, skipping, or moving sideways only.

**EYFS Link:** Physical Development – Agility, coordination, and spatial awareness; PSED – Turn-taking and teamwork; Communication & Language – Understanding and following multi-step rules.



**BALANCE ADVENTURE:** Set out benches as "snakes" and hoops as "ladders." Children travel along the snakes without touching the floor, then hold a balance in each hoop. Encourage them to make creative shapes — tall, wide, curled, or stretched. **PROGRESSION:** Challenge them to travel in new ways — sideways, crawling, tiptoeing, or balancing objects as they move.

**EYFS Link:** Physical Development – Balance, strength, and coordination; PSED – Confidence and perseverance; Expressive Arts & Design – Using imagination in movement.

**THE ADVENTURE COURSE:** Create a fun obstacle course using benches, mats, tunnels, and cones. Children crawl under, jump over, and walk along obstacles, pretending they're exploring a jungle or mountain trail. Encourage safe movement — landing on two feet and keeping balance steady. **PROGRESSION:** Time the course or add partner challenges like holding hands through parts of the route.

**EYFS Link:** Physical Development – Gross motor coordination and balance; PSED – Problem solving and persistence; Communication & Language – Describing movement and sharing ideas.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Open space first, add obstacles for challenge.

#### TASK

One movement first, then combine moves.

#### EQUIPMENT

Cones, benches, hoops, tunnels.

#### PEOPLE

Alone first, then small groups.

### Cooldown

**SLEEPY SNAKES:** Children lie down pretending to be snakes resting after their adventure. Take deep breaths, stretch long, then curl small. Finish by sharing which part of the session they enjoyed most.

**EYFS Link:** Physical Development – Relaxation and flexibility; PSED – Calm reflection and emotional regulation; Communication & Language – Expressing thoughts clearly.

# EYFS - Fundamental Movement Skills

## Locomotor Skills - Lesson Plan

MOVING  
**EDSTART**

<b>Lesson Objective</b>	To be able to walk, run, stop and start using different commands.	<b>Lesson 4/6</b>
<b>Equipment Needed</b>	Bean bags, hoops, mats	
<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>move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li></ul>	

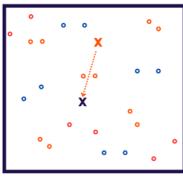
<b>EDSTART KNOW</b>	<b>EDSTART GO</b>	<b>EDSTART SHOW</b>
<ul style="list-style-type: none"><li>I can say stop and go.</li><li>I can tell how to follow instructions.</li><li>I can name ways to move.</li></ul>	<ul style="list-style-type: none"><li>I can stop and start quickly.</li><li>I can copy my leader.</li><li>I can play small games.</li></ul>	<ul style="list-style-type: none"><li>I can listen to rules.</li><li>I can smile when I copy friends.</li><li>I can celebrate effort.</li></ul>

<b>Warm Up</b>	<b>TRAFFIC JAM:</b> Mark out an area with lots of cones (the "city roads"). Each child has a ball or hoop (their "car"). When the coach shouts commands, children must travel safely without bumping into others: Green Light – drive around freely; Amber – slow down; Red – stop still; Roundabout – move in a small circle; Reverse – move backwards. Encourage awareness of space and control of movement. PROGRESSION: Add fun extras such as "Speed Bump" (jump up and land softly), "Garage" (park and freeze inside a hoop), or "Flat Tyre" (hop on one leg until fixed). <b>EYFS Link:</b> Physical Development – Coordination, control, and spatial awareness; PSED – Managing behaviour and turn-taking; Communication & Language – Listening and following multi-step instructions.
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<b>Main Activity</b>	<b>BODY CONTROL CHALLENGE:</b> Children dribble the ball (or move with beanbags/soft balls) around the area. When the coach shouts out a body part — e.g., "Head!", "Elbow!", "Foot!" — they must gently place that part on the ball without using hands. The first person to do it correctly scores a point. PROGRESSION: Add combinations ("Knee and hand!") or quick sequences for more challenge. <b>EYFS Link:</b> Physical Development – Spatial awareness, coordination, and control; PSED – Managing excitement and fair play; Communication & Language – Understanding and reacting to instructions.
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<b>MIRROR ME:</b> In small groups or one large group, a leader moves creatively around the area — skipping, hopping, crawling, or balancing — while everyone else copies. When the coach shouts "Stop!", the leader holds a static balance that all followers must copy exactly. PROGRESSION: Rotate leaders frequently so everyone gets a turn to lead. <b>EYFS Link:</b> Physical Development – Balance, gross motor control, and imitation; PSED – Confidence and leadership; Communication & Language – Following and giving instructions.
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<b>DRIVE TIME:</b> Each child has a hoop around their waist as their "car." The coach shouts instructions like: Drive – Move freely around the area; Reverse – Move backwards; Traffic – Move slowly; Motorway – Move quickly; Roundabout – Spin around a hoop or marker. Encourage children to react quickly and control their movements while avoiding "crashes." PROGRESSION: Add "Speed Camera" (freeze pose) and "Garage" (park and balance). <b>EYFS Link:</b> Physical Development – Agility and coordination; PSED – Awareness of others; Communication & Language – Listening and quick responses.
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	<b>PARKING POINTS:</b> Set up cone gates in three colours: red (1 point), blue (2 points), and orange (5 points). Children dribble or move their "car" (ball or hoop) through as many gates as they can in one minute. Selected "traffic wardens" block gates using side steps to stop others. PROGRESSION: Swap roles or challenge children to beat their own scores in the next round. <b>EYFS Link:</b> Physical Development – Speed, accuracy, and reaction; PSED – Turn-taking and managing competition; Communication & Language – Understanding numbers and positional words.
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<b>Adapted Learning (Differentiation) (Challenge)</b>	<b>SPACE</b> Large playing area first, smaller for challenge.	<b>TASK</b> Simple commands first, harder ones later.	<b>EQUIPMENT</b> Hoops, cones for cars and gates.	<b>PEOPLE</b> Alone first, then pairs, then teams.
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<b>Cooldown</b>	<b>THE PARKED CARS:</b> Children sit inside their hoops (cars) and take slow deep breaths. Stretch tall like a car antenna, then curl small like a parked car. Finish with a calm reflection — "What kind of vehicle were you today?" <b>EYFS Link:</b> Physical Development – Relaxation and stretching; PSED – Reflection and self-regulation; Communication & Language – Expressing ideas and feelings.
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# EYFS - Fundamental Movement Skills

## Locomotor Skills - Lesson Plan

MOVING  
EDSTART

<b>Lesson Objective</b>	To be able to negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	<b>Lesson 5/6</b>
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<b>Equipment Needed</b>	Disc Cones, hoops, objects to place underneath the cones, speaker.
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<b>Success Criteria</b>	Children can: <ul style="list-style-type: none"><li>negotiate space and avoid obstacles with consideration for themselves and others</li><li>change direction quickly and under control</li><li>understand racing and chasing games and how to avoid getting caught.</li><li>demonstrate strength, balance and coordination when playing.</li></ul>
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### EDSTART KNOW

- I can say how to chase safely.
- I can tell why I change direction.
- I can say what a race is.

### EDSTART GO

- I can run and dodge obstacles.
- I can play small games.

### EDSTART SHOW

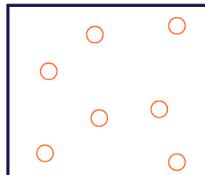
- I can try my best in races.
- I can clap for my friends.
- I can wait for my turn.

### Warm Up

**UNDER THE SEA ADVENTURE:** Play "Under the Sea" from The Little Mermaid and invite children to explore the ocean with their movements. They can swim like fish, glide like stingrays, crawl like crabs, and float like jellyfish. As they move, ask questions like "What sea creature are you now?" or "Can you show me how a dolphin swims?" to encourage imagination and variety. PROGRESSION: Add calls such as "Coral Reef!" (freeze in a balance) or "Big Wave!" (jump high and land softly).

EYFS Link: Physical Development – Coordination, balance, and spatial awareness; PSED – Confidence and self-expression; Communication & Language – Responding to questions and following imaginative cues.

### Main Activity

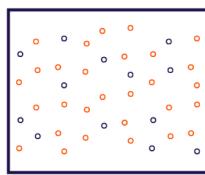


**SHARK ATTACK:** Place hoops (safe zones) around the space. Children swim around pretending to be sea creatures. When the coach shouts "Shark!", everyone must quickly move into a hoop to stay safe. Reduce the number of hoops each round so there are fewer safe spots. Those left without a hoop become mini-sharks helping to tag others. PROGRESSION: Limit the number of children per hoop to increase challenge and teamwork.

EYFS Link: Physical Development – Speed, agility, and reaction time; PSED – Cooperation and turn-taking; Communication & Language – Listening carefully to cues.

**ARIEL'S TREASURE HUNT:** Children work in small teams of four to search for "pearls" (small objects hidden under cones). Teams take turns to run out, lift one cone, and bring back any treasure found. Encourage quick thinking, memory ("Where did I see the empty ones?"), and fair teamwork. PROGRESSION: Add more empty cones or obstacles to move around before collecting treasure.

EYFS Link: Physical Development – Coordination and movement control; PSED – Collaboration and fair play; Communication & Language – Problem solving and sharing strategies.



**CRABS OR SHELLS:** Split the class into four teams. Scatter cones around the space, some upright ("crabs") and others upside down ("shells"). Teams try to flip as many cones as possible to match their team's goal (crabs or shells) within the time limit. Everyone must keep moving — no crawling or kneeling! PROGRESSION: Add sea movements like crab walks or starfish jumps for variety.

EYFS Link: Physical Development – Agility, coordination, and body control; PSED – Teamwork and healthy competition; Communication & Language – Understanding game rules and cooperation.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Wide chase zones first, tighter for challenge.

#### TASK

Simple chase first, then games with rules.

#### EQUIPMENT

Hoops, cones, treasure objects.

#### PEOPLE

Pairs first, then teams.

### Cooldown

**FLOATING STARFISH:** Children lie down quietly in a star shape, pretending to float gently on calm ocean waves. Encourage slow, deep breathing — in through the nose, out through the mouth. Ask: "What sea creature did you enjoy being most today?"

EYFS Link: Physical Development – Relaxation and breathing; PSED – Emotional regulation and reflection; Communication & Language – Expressing ideas and preferences.

# EYFS - Fundamental Movement Skills

## Locomotor Skills - Lesson Plan

MOVING  
EDSTART

**Lesson Objective** To be able to play small team games involving different types of movement. **Lesson 6/6**

**Equipment Needed** Cones, markers, mats

**Success Criteria** Children can:

- jump / leap and land safely under control.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

### EDSTART KNOW

- I can say we are playing games.
- I can tell how to freeze in Ice Tag.
- I can name ways to move.

### EDSTART GO

- I can run, leap, and land safely.
- I can play small games.

### EDSTART SHOW

- I can play fairly in teams.
- I can cheer for my friends.
- I can say "well done" at the end.

### Warm Up

**MELTING SNOWMEN:** Children start by spreading out around the hall, standing tall and still like frozen snowmen. When the coach shouts "Sunshine!", they begin to melt slowly — arms drooping, knees bending, sliding down towards the floor. When the coach shouts "Freeze!", they must refreeze in a tall snowman pose without wobbling. Add fun variations such as "Wind!" (spin slowly), "Snowstorm!" (run on the spot), and "Icicle!" (stand on one leg and stretch tall). **PROGRESSION:** Add props like scarves or cones to balance while frozen.

EYFS Link: Physical Development – Coordination, balance, and motor control; PSED – Self-regulation and body awareness; Communication & Language – Listening carefully and responding to instructions.

### Main Activity

**ICE TAG:** In two equal-sized areas, split the class in half. Children take the role of "Water" and move freely around. Choose two children to be "ICE" – they chase and tag others, freezing them in place. Keep going until everyone is frozen. **PROGRESSION:** Add "Heat and Ice" – two new players wear yellow bibs as "Sunshine" who can unfreeze frozen players by tagging them.

EYFS Link: Physical Development – Speed, agility, and spatial awareness; PSED – Cooperation and fair play; Communication & Language – Following and recalling game rules.

**SPOTS:** Children move around the hall, touching as many spots as possible in 20 seconds. Encourage them to find open spaces and move safely. Give challenges such as "Who can touch every spot?" or "Who can touch the most in 20 seconds?" **PROGRESSION:** In pairs, one leads while the other mirrors, following their movements and touching spots together. Swap leaders regularly.

EYFS Link: Physical Development – Coordination, reaction time, and control; PSED – Turn-taking and cooperation; Communication & Language – Understanding and giving instructions.

**DON'T WAKE UP THE COACH:** Children start at one side of the hall while the coach lies at the opposite end pretending to sleep. When the coach is "asleep", children quietly tiptoe forward to collect treasure (cones) and run back to the start. If the coach "wakes up", they must freeze completely or return to the start if they move. **PROGRESSION:** Add animal movements (e.g. crab walk, bear crawl) for extra fun challenges.

EYFS Link: Physical Development – Balance, strength, and movement control; PSED – Self-regulation and patience; Communication & Language – Listening to and interpreting cues.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Big open spaces first, smaller for challenge.

#### TASK

Try one game first, then a set of games.

#### EQUIPMENT

Cones, mats, markers.

#### PEOPLE

Pairs first, then small groups, then whole class.

### Cooldown

**SNOW ANGELS:** Children lie on their backs and move their arms and legs slowly to make "snow angels" on the floor. Encourage calm breathing — in through the nose, out through the mouth. Ask the children to share one thing they enjoyed or learned about movement today.

EYFS Link: Physical Development – Relaxation and control; PSED – Emotional regulation and reflection; Communication & Language – Sharing thoughts and feelings clearly.