

Lesson Objective **GRUFFALO: To use different way of travelling and finding a space successfully** **Lesson 1/6**

Equipment Needed cones, markers, hoops, bean bags.

Success Criteria Children can:

- travel using – running, hopping, skipping, jumping, sidestepping.
- use imaginative way of moving – using animals.
- travel at different heights – tall, small, wide, thin.
- successfully know what a space is and how to find one.



EDSTART KNOW

- I can say the names of animals in the story.
- I can tell what “space” means.
- I can say why I hide from the Gruffalo.

EDSTART GO

- I can move like animals (owl, fox, snake, Gruffalo).
- I can carry my “nut” and run to safety.
- I can change how I move (hop, jump, skip).

EDSTART SHOW

- I can play fairly as the mouse or catcher.
- I can cheer for my team.
- I can say “well done” after the game.

Warm Up

ZOO PARADE: Begin by gathering the children in a circle and ask, “Who’s been to the zoo before? What animals did you see?” Explain that today’s lesson links to The Gruffalo — but before we meet him, we’ll warm up like zoo animals! Children move around the hall copying animal actions — stomp like a bear, swing like a monkey, hop like a rabbit, gallop like a horse, crawl like a lion, stretch tall like a giraffe, waddle like a penguin, and lumber like a hippopotamus. Encourage expressive sounds and big movements. **PROGRESSION:** Once confident, play the “Animal Call” game — as children move around, the coach calls an animal name, and they must instantly copy that movement. Add “Gruffalo Freeze!” where everyone curls into a tuck shape to hide when the Gruffalo arrives.

EYFS Link: Physical Development (coordination and control), Communication & Language (listening and responding to instructions), Expressive Arts & Design (using imagination and expressive movement).

Main Activity

THE DEEP DARK WOOD: Explain that the hall is now the “Deep Dark Wood.” Children move through the forest, listening to woodland sounds. When they hear the Gruffalo’s ROAR, they quickly hide in a small tuck shape like the frightened mouse. The teacher holds up character cards to change movements:

Mouse: Walk quietly while carrying a “nut” (bean bag).

Fox: Sneak low and fast.

Owl: Glide gracefully with wide wings.

Snake: Slither smoothly.

Gruffalo: Stomp loudly and growl!

Encourage imagination, storytelling, and rhythm as they act out each animal’s movement to music from The Gruffalo soundtrack.

Mouse Chase: Choose a few children to wear bibs — they become the foxes or owls trying to catch the mice (children holding bean bags). When caught, a mouse drops its nut in a hoop and rests. Rotate the catchers each round so everyone experiences different roles, including the Gruffalo who can tag anyone in the final game. Praise teamwork and fair play. **PROGRESSION:** Challenge the children to move in different ways around the forest — skipping, hopping, jumping, or crawling. Catchers must move like their chosen animal (fox sneaks, owl glides, snake slithers). Finish with an Owls vs Snakes round where teams collect the most nuts before the Gruffalo’s roar.

EYFS Link: Physical Development (travelling in various ways and controlling movements), Personal, Social & Emotional Development (taking turns, sharing roles, and fair play), Communication & Language (following instructions and retelling story actions), Expressive Arts & Design (acting out characters through movement).

Adapted Learning (Differentiation) (Challenge)

SPACE

Large wood first, smaller zones later.

TASK

Start with simple running, then add animal actions.

EQUIPMENT

Cones, hoops, beanbags.

PEOPLE

Alone first, then pairs, then teams.

Cooldown

GRUFFALO STORY TIME: Bring the children back into a circle and ask them to sit quietly — they’ve escaped the Gruffalo’s forest! Re-read the final pages of The Gruffalo as children take deep breaths and gently rock side to side. Ask, “Which character did you like being best?” and “How did you feel when the Gruffalo roared?” Finish by stretching tall like trees, swaying like branches, and curling up small like the mouse hiding in its hole. **PROGRESSION:** Encourage children to hold their final favourite pose (mouse, owl, fox, snake, or Gruffalo) for 5 seconds while breathing calmly.

EYFS Link: Communication & Language (listening and understanding stories), Personal, Social & Emotional Development (reflecting on feelings and experiences), Physical Development (relaxing and stretching after activity).

Lesson Objective **ROOM ON THE BROOM:** To be able to change direction quickly whilst using the fundamental movement skills. **Lesson 2/6**

Equipment Needed Hockey sticks, Cones

Success Criteria Children can:

- take turns when playing.
- move safely when using equipment.
- move imaginatively.
- move at different speeds. Children can develop agility, speed and coordination



EDSTART KNOW

- I can say how to fly safely.
- I can tell how to change speed.
- I can say why we use teamwork.

EDSTART GO

- I can fly on my “broom” around the hall.
- I can move like animals (cat crawl, dog crawl, frog jump).
- I can collect treasure and bring it back.

EDSTART SHOW

- I can take turns with my team.
- I can listen carefully to the story.
- I can clap for friends collecting treasure.

Warm Up

ZOOMING BROOM TRAFFIC LIGHTS: Children pretend to be witches and wizards flying their broomsticks around the hall. When the coach holds up a red cone, they must stop and hover in the air; amber means slow swooping, and green means fly fast! Encourage them to look up, use their arms to steer, and find their own flying space. Ask, “Can you fly high? Can you fly low?” to vary their movements and spatial awareness. **PROGRESSION:** Add magical challenges — children perform a wand twirl (spin) on amber or zoom in a circle when the coach shouts “Spell Time!”

EYFS Link: Physical Development (spatial awareness, coordination, balance), Communication & Language (listening and following multi-step instructions), Expressive Arts & Design (role play and imaginative movement).

Main Activity

THE ROOM ON THE BROOM: Read Room on the Broom aloud, encouraging children to act out each part of the story. As the witch flies through the sky, everyone “flies” around on their broomsticks (arms out wide). Pause at each new character and perform an animal movement:

Cat: Crawl gracefully on all fours.

Dog: Bear crawl around the area.

Bird: Tiptoe with arms flapping like wings.

Frog: Leap up high using squat jumps.

Dragon: Stomp and roar loudly!

Between each animal, the children return to their brooms and fly through the “sky.” Use sound effects like wind and thunder to build atmosphere and encourage storytelling through movement. **PROGRESSION:** Challenge the children to fly in big open spaces without bumping into others, changing their height and direction as they travel.

EYFS Link: Physical Development (moving in a variety of ways), Communication & Language (retelling and sequencing a story), Expressive Arts & Design (using imagination to act out story events).

COLLECT THE BROOM: The witch’s broom has broken! Place small equipment pieces (wands or foam sticks) at one end of the hall. Children take turns flying across, picking up one “magic broom piece,” and flying it carefully back to rebuild the broom. Encourage gentle flying and control. **PROGRESSION:** Add an instruction — “fly low” or “fly fast” to test listening and speed control.

EYFS Link: Physical Development (speed and control in movement), Communication & Language (listening and understanding), Personal, Social & Emotional Development (teamwork and cooperation).

COLLECT THE TREASURE: Explain that the witch has dropped her magical jewels! Scatter cones or bean bags around the area and split children into small groups. One child at a time flies out to collect a jewel and brings it safely back to the team’s “cauldron” (hoop). Once all jewels are collected, count together to find the winning team. **PROGRESSION:** Allow children to collect two jewels at a time — but only if they move in a different way (tiptoe, hop, skip).

EYFS Link: Physical Development (agility and coordination), Mathematics (counting and comparing quantities), Personal, Social & Emotional Development (taking turns and celebrating success).

Adapted Learning (Differentiation) (Challenge)

SPACE

Wide flying space first, smaller for challenge.

TASK

Fly with no equipment first, then add “jewels”.

EQUIPMENT

Sticks, cones, small items.

PEOPLE

Alone first, then small teams.

Cooldown

MAGIC CLOUD STRETCH: Gather the children in a circle on the floor. Read the final page of Room on the Broom, encouraging them to sit quietly and imagine floating softly through the clouds. Ask them to stretch tall like a wand reaching into the sky, then slowly melt down into a small curled-up witch resting on her broom. **PROGRESSION:** Ask children to freeze in their favourite character pose from the story and share who they were and why.

EYFS Link: Communication & Language (listening and speaking about experiences), Personal, Social & Emotional Development (self-expression and confidence), Physical Development (stretching and calming the body).

Lesson Objective **LITTLE BLUE TRUCK: To develop different balancing skills using equipment and body** **Lesson 3/6**

Equipment Needed music player, parachute, hula hoops, cones, tunnels

Success Criteria Children can:

- use balancing equipment and over around with increasing success.
- follow basic instructions and remember different instructions.
- move freely whilst balancing equipment on different body parts.



EDSTART KNOW

- I can say the places in the story (grass, river, mud).
- I can tell why I change my movement.
- I can say how to move safely in space.

EDSTART GO

- I can crawl under grass, jump in hoops for the river.
- I can stomp through mud and run in a snowstorm.
- I can crawl through the cave tunnel.

EDSTART SHOW

- I can join in every part of the hunt.
- I can play kindly with others.
- I can cheer when friends try hard.

Warm Up

WE'RE GOING ON A BEAR HUNT: Begin the session with the We're Going on a Bear Hunt song. All children start lying on the floor pretending to sleep. When the music begins, they jump up and follow the actions of the song — tiptoeing quietly, squelching through the mud, splashing through the river, and running away from the bear! Encourage them to use big movements, sounds, and facial expressions as they travel through the adventure. **PROGRESSION:** Pause the music at different moments and ask children to freeze in poses that match the scene — tall grass, river, mud, or cave. Add challenges such as, "Can you make your body look like a bear?" or "Show me your brave explorer pose."

EYFS Link: Physical Development (coordination, balance, and control), Communication & Language (listening and following instructions), Expressive Arts & Design (responding to music and story through movement).

Main Activity

WE'RE GOING ON A BEAR HUNT CIRCUIT: Transform your hall into the Bear Hunt story! Set up each part of the story as an activity station and read the story aloud as children move through it.

- Long Wavy Grass: Use a green sheet for the "grass." Children crawl, shuffle, or sneak under it whispering, "Swishy swashy, swishy swashy."
- River: Lay out hoops across the floor for stepping stones. Children jump in and out shouting, "Splash splish!" each time.
- Mud: Create a muddy path with mats or brown paper. Children walk slowly, lifting knees high in squelchy steps. Ask how it feels and copy one another's ideas.
- Forest: Line up cones or soft blocks for weaving. Children travel in different ways — walk, hop, skip, or leap between trees.
- Snowstorm: Scatter cones or soft balls as "snowballs." Coach tosses them lightly toward the children's feet — they dodge and weave through the blizzard.
- Cave: Use tunnels or tables with cloths over them. Children crawl quietly through to find the bear hiding inside!

When the coach shouts "BEAR!", everyone must go back through the adventure in reverse — cave, snowstorm, forest, mud, river, and grass — as fast as they can before curling back into a sleeping pose where they began. **PROGRESSION:** Add storytelling prompts — "What sound does the mud make?" or "Can you sneak past the bear quietly?" to encourage imagination and role play.

EYFS Link: Physical Development (travelling in varied ways), Communication & Language (sequencing and storytelling), Expressive Arts & Design (acting out familiar tales).

TEDDY BEAR, TEDDY BEAR DANCE: End the main section with a fun song and dance. Lead actions such as turning around, touching the ground, nodding heads, and clapping hands, building rhythm and coordination. **PROGRESSION:** Invite each child to add one of their own movements to include in the next verse.

EYFS Link: Expressive Arts & Design (music and movement creativity), Physical Development (balance and rhythm).

MOVING OBSTACLES: Set up benches, cones, and mats to create an adventure trail. Children crawl under, jump over, and balance along the trail like brave explorers searching for the bear. Reinforce safe landings and good balance. **PROGRESSION:** Ask children to move in themed ways — crawl like a bear, tiptoe like an explorer, or hop through the forest.

EYFS Link: Physical Development (gross motor coordination and strength), Understanding the World (exploring and describing environments).

Adapted Learning (Differentiation) (Challenge)

SPACE

Big circuit first, smaller paths later.

TASK

Simple moves first, then a full backwards run.

EQUIPMENT

Tunnels, hoops, cones, sheets.

PEOPLE

Alone first, then small groups.

Cooldown

STORY TIME REFLECTION: Gather children into a circle and reread the final page of We're Going on a Bear Hunt. Ask them to curl up small like they're hiding in bed after the big adventure. Encourage slow breathing — "Smell the flowers... blow out the candles." Then sway gently side to side as though the wind is blowing through the tall grass. **PROGRESSION:** Ask children to hold their favourite pose from the story — maybe the brave explorer, the sneaky bear, or the sleepy family — for five calm breaths.

EYFS Link: Communication & Language (listening and reflecting), Personal, Social & Emotional Development (recognising emotions and relaxing), Physical Development (cooling down and stretching the body).

Lesson Objective **LITTLE BLUE TRUCK: To develop different balancing skills using equipment and body** **Lesson 4/6**

Equipment Needed music player, parachute, hula hoops, cones, tunnels

Success Criteria Children can:

- use balancing equipment and over around with increasing success.
- follow basic instructions and remember different instructions.
- move freely whilst balancing equipment on different body parts.



EDSTART KNOW

- I can say what balance means.
- I can tell how to follow traffic light colours.
- I can name the trucks.

EDSTART GO

- I can travel with my hoop (car).
- I can move fast, slow, stop, and swap.
- I can balance a beanbag on my head.

EDSTART SHOW

- I can follow the colour rules.
- I can cheer when friends balance.
- I can play kindly in games.

Warm Up

LITTLE BLUE TRUCK'S GARAGE GAME: Set up coloured cones as destinations around the hall — Blue: Police Station (children caught speeding do 5 star jumps), White: Petrol Station (run on the spot to fill up), Red: The Shop (shout what they're buying as they drive past), Yellow: Garage (fix your car with 3 star jumps if you bump into anything). Children drive their "trucks" (arms out as steering wheels) around the area, listening carefully for colour commands. Encourage imaginative play and awareness of space while exploring directions and speed. **PROGRESSION:** Add road rules such as "reverse" or "roundabout," and challenge children to move in pairs without crashing.

EYFS Link: Physical Development (spatial awareness and coordination), Communication & Language (listening and responding), Personal, Social & Emotional Development (turn-taking and role play).

Main Activity

THE LITTLE BLUE TRUCK: Read The Little Blue Truck aloud and act out the story together. Children travel around the hall with hoops as their "trucks," responding to coloured cones — Blue cone: walk calmly, Yellow cone: drive fast, Red cone: stop, Green cone: park your truck and swap hoops. Encourage honking, waving, and friendly greetings as they pass one another to reflect the story's theme of kindness and teamwork. **PROGRESSION:** Add sound effects like animal noises or truck horns, and challenge children to copy different vehicles (slow tractor, bumpy lorry, quick race car).

EYFS Link: Communication & Language (retelling familiar stories), Physical Development (movement control), Expressive Arts & Design (acting out imaginative roles).

RESCUE THE TRUCKS: Scatter beanbags and cones at one end of the hall to represent broken-down trucks. Children run to collect one piece of "equipment," place it on their bib or head, then drag or carry it back to their garage area to "rescue" it. Reinforce teamwork by cheering for others. **PROGRESSION:** Children travel in different floor patterns such as zigzags, circles, or diagonals to strengthen control and coordination.

EYFS Link: Physical Development (strength, coordination, balance), Personal, Social & Emotional Development (helping and cooperation), Mathematics (spatial awareness).

YELLOW TRUCK / BLUE TRUCK: Revisit the warmup — each child balances a beanbag "load" on their head while moving to the beat of the music. When the tempo is slow, they drive carefully; when it's fast, they zoom around the space while keeping balance. **PROGRESSION:** Introduce obstacle cones to weave through or add a "traffic light" signal for added listening challenge.

EYFS Link: Physical Development (balance and rhythm), Communication & Language (listening to tempo and instructions), Expressive Arts & Design (moving creatively to music).

Adapted Learning (Differentiation) (Challenge)

SPACE

Big driving space first, smaller roads later.

TASK

Drive first, then balance while moving.

EQUIPMENT

Hoops, cones, beanbags.

PEOPLE

Alone first, then groups.

Cooldown

STORY TIME PIT STOP: Gather the children in a circle and reread the end of The Little Blue Truck. Encourage slow "engine breaths" — in through the nose, out through the mouth — to calm down after all the driving fun. Discuss the story's message: helping friends and being kind. Ask, "How did we help others today?" **PROGRESSION:** Children take turns showing one movement or pose that represents their favourite part of the story (driving, rescuing, or honking hello).

EYFS Link: Communication & Language (recalling and discussing stories), Personal, Social & Emotional Development (kindness and reflection), Physical Development (relaxation and control).

Lesson Objective **THE SNAIL AND THE WHALE: To explore different ways of rolling and to look at different balancing techniques** **Lesson 5/6**

Equipment Needed music player, parachute, hula hoops, cones, tunnels

Success Criteria Children can:

- balance on different body parts.
- roll using different shapes – tall, small.
- move freely using different fundament movement styles.



EDSTART KNOW

- I can say what a roll is.
- I can tell how to balance on my body.
- I can say how to carry the snail.

EDSTART GO

- I can roll in tall and small shapes.
- I can crawl with a beanbag (snail) on my back.
- I can balance the snail on my head.

EDSTART SHOW

- I can share ideas for moving.
- I can clap when friends roll.
- I can play kindly in games.

Warm Up

OCEAN EXPLORERS: Play The Kiboomers – Animals in the Ocean song. Children move around the hall pretending to be different sea creatures — whales gliding, crabs scuttling, starfish stretching, and dolphins leaping. Encourage them to listen to the lyrics and match their movements to each animal, using big body shapes and flowing motions. Create an ocean atmosphere by adding blue cones or mats to represent waves to move through or around. **PROGRESSION:** Ask children to freeze when the music stops in the shape of their chosen sea creature or to move faster/slower depending on the ocean current.

EYFS Link: Physical Development (movement control and coordination), Communication & Language (listening and responding to cues), Expressive Arts & Design (creative movement and imagination).

Main Activity

SNAIL AND WHALE ADVENTURE: Read The Snail and the Whale and explore how both animals move. On mats, demonstrate slow curling rolls for snails and big, gliding stretches for whales. Ask children, “Can you slither like a snail?” or “Can you dive like a whale?” Encourage each child to create their own travelling action and invite others to copy, celebrating creativity and movement variety. **PROGRESSION:** Add gentle background ocean music and ask children to move to the rhythm of the waves — slow and calm or fast and splashy.

EYFS Link: Physical Development (travelling and control), Communication & Language (describing actions), Expressive Arts & Design (imaginative role play).

CARRY THE SNAIL ACROSS THE OCEAN: Children start at one end of the hall as whales, collecting their “snail” (a beanbag) from the opposite side. They lie on their stomachs, balance the beanbag on their back, and slither or crawl under a parachute “wave” back to shore without dropping it. When they return safely, they collect another snail and repeat. **PROGRESSION:** Add challenges like crossing through “stormy waves” where adults gently shake the parachute or require children to move sideways like crabs.

EYFS Link: Physical Development (balance, coordination, strength), Understanding the World (animal movement awareness), Personal, Social & Emotional Development (teamwork and perseverance).

FIND THE WHALE: Children sit around the edge of the parachute, shaking it to make “stormy seas.” The coach rolls a ball underneath (the whale). One child crawls on top of the parachute, searching carefully to “rescue” the whale by locating where the ball is. Encourage teamwork as others help guide them by calling clues like “near!” or “far!” **PROGRESSION:** Add a time limit to find the whale before the “storm” gets too strong, increasing engagement and focus.

EYFS Link: Communication & Language (listening and problem-solving), Physical Development (balance and movement control), Personal, Social & Emotional Development (confidence and cooperation).

Adapted Learning (Differentiation) (Challenge)

SPACE

Big open hall first, smaller space later.

TASK

Start with gestures, then add canon/unison.

EQUIPMENT

Music, cones, cards.

PEOPLE

Groups of 4–6.

Cooldown

UNDERWATER REFLECTION: Children lie quietly on mats pretending to float in the calm ocean, breathing slowly as the coach rereads the ending of The Snail and the Whale. Encourage them to stretch tall like whales and curl up small like snails before relaxing completely. Ask, “How did the whale help the snail?” to link movement to the story’s message about friendship and bravery. **PROGRESSION:** Invite children to show one calm movement that reminds them of their favourite moment — gliding, splashing, or resting on a rock.

EYFS Link: Personal, Social & Emotional Development (reflecting on kindness and teamwork), Physical Development (relaxation and body awareness), Communication & Language (expressing thoughts about the story).

Lesson Objective **THE DINOSAUR THAT POOED A PLANET: To be able to use 'big' and 'little' kicks with increasing control.** **Lesson 6/6**

Equipment Needed Cones, Hoops & Bean Bags, Tennis Balls

Success Criteria Children can:

- control the ball when moving around.
- have a degree of accuracy when kicking a ball.
- negotiate space when moving with a ball.



EDSTART KNOW

- I can say what a big kick and little kick are.
- I can tell how to control my ball.
- I can say where to aim.

EDSTART GO

- I can kick my "planet" around the room.
- I can feed the dinosaur by kicking to him.
- I can dodge flying saucers with my ball.

EDSTART SHOW

- I can play fairly when kicking.
- I can clap for friends feeding the dinosaur.
- I can cheer for my team.

Warm Up

DINO TAG: Choose one or two children to be the dinosaurs and give them bibs to wear. These dinosaurs must chase the astronauts (the rest of the class) around the "planet" (hall). When a child is tagged, they freeze with their arms wide open like a space door. To be freed, another astronaut must gently close their arms and shout "ROAR!" to release them. Each round lasts one minute — swap dinosaurs and repeat to keep engagement high. **PROGRESSION:** Add space-themed movements such as moon hops, astronaut shuffles, or jet-pack sprints. Encourage the dinosaurs to use dinosaur roars and movements like stomping or tail-swinging.

EYFS Link: Physical Development (agility and coordination), Communication & Language (listening and following instructions), Personal, Social & Emotional Development (turn-taking and cooperation).

Main Activity

PLANET PROTECTORS: Scatter footballs around the room as planets. Children dribble them carefully using the "tick-tock" method, keeping close control. The coach lies in the centre pretending to be the sleeping dinosaur. When the coach jumps up shouting "DINOSAURS COMING!", children must protect their planets by dribbling away quickly without letting the dinosaur catch or "eat" them. **PROGRESSION:** Ask children to switch directions, change speeds, or dribble with their weaker foot to dodge the dinosaur more effectively.

EYFS Link: Physical Development (spatial awareness, speed control), Understanding the World (imaginative play linked to stories), Communication & Language (responding to story cues).

PLANET FEAST: Place a large dinosaur teddy or cone at one end of the hall — this is the hungry dinosaur. Spread the footballs (planets) across the middle of the space. Children must take turns kicking or rolling their "planets" carefully toward the dinosaur to feed him. Once a planet reaches the dinosaur, they run back for another. Encourage aiming, teamwork, and controlled kicking. **PROGRESSION:** Add challenges such as using the opposite foot, aiming between cones, or feeding from further distances.

EYFS Link: Physical Development (coordination and control), Mathematics (aiming and distance awareness), Personal, Social & Emotional Development (team effort and taking turns).

SPACE DODGERS: Children dribble their footballs around the room as astronauts exploring the galaxy. The coach (alien) throws soft flying saucers (discs or cones) toward the balls to "knock" them off course. If a flying saucer hits their ball, the player loses one "fuel point" (start with 5). This helps develop spatial awareness and reaction time. **PROGRESSION:** Allow confident children to become aliens throwing saucers safely while others defend their planets.

EYFS Link: Physical Development (agility, reaction, and balance), Understanding the World (space exploration play), Communication & Language (describing movement and strategy).

METEOR CATCH: Split the class into four teams, each in a corner zone. Four "strikers" stand in the middle, facing outwards, with one soft ball each (meteors). They underarm throw their meteor into their team's area, aiming for a clean catch. Catching without a bounce earns 10 points, one bounce 5, more than one bounce 1 point. Rotate after each round to give everyone a turn at throwing and catching. **PROGRESSION:** Add a countdown timer to increase excitement or introduce "moving meteors," where teams must adjust positions to catch.

EYFS Link: Physical Development (throwing and catching control), Mathematics (counting and scoring), Personal, Social & Emotional Development (confidence and collaboration).

Adapted Learning (Differentiation) (Challenge)

SPACE

Big kicking area first, smaller for challenge.

TASK

Start with tick-tock kicks, then longer kicks.

EQUIPMENT

Footballs, cones, dinosaur toy.

PEOPLE

Alone first, then in teams.

Cooldown

DINOSAUR MOON LANDING: Gather children in a circle, sit quietly, and reread the ending of The Dinosaur That Pooed a Planet. Ask children to curl up small like sleeping dinosaurs, taking deep breaths ("smell the stars... blow out the moon dust"). Slowly stretch tall like rockets blasting off, then float gently back down to the floor like space dust. **PROGRESSION:** Ask each child to share or act out their favourite part of the story using one calm movement.

EYFS Link: Personal, Social & Emotional Development (reflecting on story emotions), Physical Development (controlled stretching and breathing), Communication & Language (expressing thoughts and ideas).