

Lesson Objective To be able to bounce and catch a small / medium sized ball.

Lesson 1/6

Equipment Needed Tennis balls, bean bags, cones, markers, beach ball, balloons, pom poms, spiky balls

Success Criteria Children can:

- bounce the ball and catch it with 2 hands.
- watch the flight of the ball and meet it with their hands.

EDSTART KNOW

- I can say how to bounce a ball.
- I can tell why I use two hands to catch.
- I can say what a target is.

EDSTART GO

- I can bounce and catch a ball.
- I can clap when the ball is high.
- I can play small games.

EDSTART SHOW

- I can wait for my turn.
- I can clap for my group.
- I can play fairly in games.

Warm Up

BOUNCING BEANS: Children work in groups of six, standing in a circle. They throw or bounce the ball around the circle quickly, pretending it's a "hot potato" they can't hold for long. If someone drops it, they run around the outside of the circle and try to beat the ball back to their place before it returns. This encourages focus, quick reactions, and teamwork. **PROGRESSION:** Add a second ball into play or ask groups to move the ball in reverse order after each round.

EYFS Link: Physical Development (hand-eye coordination, balance, and reaction), Communication & Language (listening and responding to verbal cues), Personal, Social & Emotional Development (turn-taking and collaboration).

Main Activity

EYES TO THE SKY: Children throw or bounce their ball up into the air and clap once when they think it has reached the highest point before catching it. Encourage them to keep their eyes on the ball and predict its movement. **PROGRESSION:** Increase the challenge by asking them to clap twice or spin before catching.

EYFS Link: Physical Development (tracking movement and catching control), Mathematics (timing and counting), Personal, Social & Emotional Development (focus and perseverance).

BOUNCE AND CATCH: Each child has a ball and bounces it on the floor, catching it after one bounce. Encourage them to vary the height of their bounces — low, medium, and high — and keep their eyes on the ball. **PROGRESSION:** Use one hand to catch or alternate between left and right hands.

EYFS Link: Physical Development (fine and gross motor skills), Mathematics (size and comparison), Personal, Social & Emotional Development (independent control and persistence).

AIM FOR THE HOOP: Working in pairs with a hoop between them, player one bounces the ball so it lands inside the hoop, and player two tries to catch it before it bounces again. Encourage smooth, gentle throws and steady catching positions. **PROGRESSION:** Move the hoop slightly further away or make it smaller to challenge aim and control.

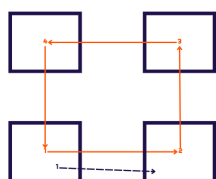
EYFS Link: Physical Development (precision and coordination), Mathematics (spatial reasoning), Personal, Social & Emotional Development (cooperation and encouragement).

ONE BOUNCE CHALLENGE: Children form groups of six in a hexagon shape marked by cones. They must bounce the ball to each other, keeping it to one bounce per pass. The aim is to complete as many successful bounce-catches as possible without dropping the ball. **PROGRESSION:** Add a second ball or introduce a rule — each player must call a name before passing.

EYFS Link: Physical Development (reaction time and control), Communication & Language (verbal coordination), Personal, Social & Emotional Development (team communication).

RACE THE RUNNER: Split into groups of five, with four fielders each in a box and one runner. The fielding team bounces the ball from base 1 to base 4 in sequence while the runner races to complete a lap of all four bases. The fielders must move quickly but with control. **PROGRESSION:** Add an extra base or use different types of throws to increase difficulty.

EYFS Link: Physical Development (speed, coordination, and aim), Mathematics (sequencing and counting), Personal, Social & Emotional Development (team strategy and sportsmanship).



Adapted Learning (Differentiation) (Challenge)

SPACE

Big areas first, smaller for challenge.

TASK

Start with bouncing, then catching after a clap.

EQUIPMENT

Cones, hoops, tennis balls, beanbags.

PEOPLE

Alone first, then in pairs and groups.

Cooldown

ROLL AND REST: Children sit in a circle with a ball. Each child rolls the ball to a partner and says one thing they did well in the lesson. After everyone has shared, lead gentle stretches — reach high like a tree, touch the floor like roots, then roll shoulders and breathe deeply. **PROGRESSION:** Add a "skill show" — children demonstrate their favourite throw, catch, or bounce before finishing.

EYFS Link: Physical Development (stretching and control), Communication & Language (expressing reflections), Personal, Social & Emotional Development (confidence and positive communication).

Lesson Objective To reinforce the skills of throwing underarm and overarm.

Lesson 2/6

Equipment Needed Tennis balls, bean bags, cones, markers, beach ball, balloons, pom poms, spiky balls

Success Criteria Children can:

- sometimes catch a beanbag and / or a medium sized ball.
- stand correctly whilst throwing a ball underarm.
- throw a ball under arm with one hand.
- understand their arm action whilst throwing the ball.
- intercept / stop a bean bag whilst in flight.

EDSTART KNOW

- I can say how to throw underarm and overarm.
- I can tell why I look at my target.
- I can say what it means to stand ready.

EDSTART GO

- I can roll, throw, and catch with my partner.
- I can throw a beanbag or ball at a target.
- I can play small games.

EDSTART SHOW

- I can share equipment with my partner.
- I can clap when others score.
- I can cheer for my team.

Warm Up

CATCH AND SWAP: Set up four hoops at the side of the hall, each with different-sized objects — balloons, soft balls, bean bags, and small balls. Children start by practising catching and throwing a balloon with two hands, focusing on soft catches and keeping their eyes on the object. When they master it, they “swap” their balloon for the next challenge, moving toward smaller or heavier objects that require more precision and control. Encourage gentle throws and praise accurate catches. **PROGRESSION:** Time the activity — how many successful catches can they make before moving up to the next object?

EYFS Link: Physical Development (hand-eye coordination and control), Communication & Language (listening and understanding instructions), Personal, Social & Emotional Development (confidence and perseverance through challenge).

Main Activity

BEAN BAG BUDDIES: Children work in pairs, standing about one metre apart. Player one slides a bean bag gently through their partner's legs, practising control and aim. The focus is on accuracy, not speed, allowing players to adjust their distance and rhythm. **PROGRESSION:** Once confident, pairs throw gently underarm to each other instead of sliding.

EYFS Link: Physical Development (aiming, throwing, and spatial awareness), Mathematics (estimating distance), Personal, Social & Emotional Development (turn-taking and patience).

ROLL, RECEIVE, THROW, CATCH: Partners take turns rolling the ball to each other, collecting it using two hands, then standing to underarm throw it back. The emphasis is on steady body position and controlled movement. After ten successful throws, partners switch roles. **PROGRESSION:** Continue the sequence without stopping and count how many perfect exchanges they can complete in a row.

EYFS Link: Physical Development (balance, coordination, and timing), Communication & Language (sequencing and listening), Personal, Social & Emotional Development (encouragement and cooperation).

RACE THE RUNNER: In groups of five, one child acts as the runner, and four act as fielders — each standing in a marked “base.” The fielding team must bounce the ball from base 1 to 4 and back again while the runner races through the same bases. If the runner gets home before the ball completes its circuit, they score a point. **PROGRESSION:** Shorten or lengthen the distance between bases to increase difficulty.

EYFS Link: Physical Development (agility, balance, and coordination), Mathematics (counting and sequencing), Personal, Social & Emotional Development (teamwork and resilience).

TARGET STRIKE: Divide the class into two teams, each standing behind a throwing line. A large beach ball is placed on a cone in the centre. Children take turns aiming their smaller balls at the beach ball — when it's knocked off, they must roll or throw it across the opposing team's line to win the round. Players can only throw from behind their line. **PROGRESSION:** Add a scoring system — 5 points for hitting the beach ball, 10 for pushing it across the opponent's line.

EYFS Link: Physical Development (aiming, strength, and precision), Mathematics (counting scores), Personal, Social & Emotional Development (turn-taking and celebrating success).

Adapted Learning (Differentiation) (Challenge)

SPACE

Close targets first, further away later.

TASK

Roll first, then throw underarm, then overarm.

EQUIPMENT

Beanbags, balls, balloons, cones.

PEOPLE

Pairs first, then teams.

Cooldown

TOSS AND TALK: Children sit in a circle with one soft ball. They gently toss it to someone across the circle while sharing one skill or game they enjoyed most. Lead a slow stretch session — reach high like a tree, touch toes, and roll shoulders. Encourage deep breathing to calm their bodies. **PROGRESSION:** Ask children to show one controlled throw or catch as part of the cooldown.

EYFS Link: Physical Development (relaxation and body control), Communication & Language (reflecting and speaking confidently), Personal, Social & Emotional Development (self-expression and confidence).

Lesson Objective To introduce the skills of kicking a ball.

Lesson 3/6

Equipment Needed Cones, hoops, markers, beach ball, bean bag, tennis ball, pompom balls, spiky ball, medium sized ball, rugby ball.

Success Criteria Children can:

- stand correctly when kicking a ball.
- understand their leg action whilst kicking the ball.
- kick a ball along the floor using their left and right legs.

EDSTART KNOW

- I can say how to kick with the inside of my foot.
- I can tell how to stand for kicking.
- I can say what accuracy means.

EDSTART GO

- I can kick a ball to my partner.
- I can aim at targets with my foot.
- I can small games.

EDSTART SHOW

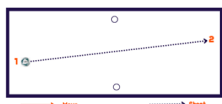
- I can cheer when my partner scores.
- I can wait behind the kicking line.
- I can play fairly in kicking games.

Warm Up

MAGIC FOOT CHALLENGE: Each child has a ball and begins by exploring different ways to move it using their feet. Encourage them to “wake up” their football by tapping it gently with both feet, then rolling it side to side, heel to toe, and around in small circles. The coach calls out fun commands such as “freeze,” “change direction,” “fast feet,” or “magic toe taps!” to keep children listening and reacting. Add story-style prompts to make it fun — “The ball is lava, keep it moving!” or “Your ball is a puppy, don’t let it get away!” Encourage movement in all directions and awareness of space around them. **PROGRESSION:** Children must keep their ball moving while avoiding others’ “magic balls.” Introduce colour cones around the space — when a colour is called, players must dribble their ball to that cone before continuing.

EYFS Link: Physical Development (coordination, control, balance), Communication & Language (listening and following multi-step instructions), Personal, Social & Emotional Development (spatial awareness, cooperation, and imagination).

Main Activity



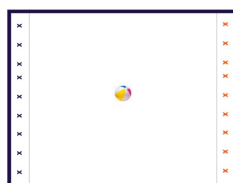
TARGET PASS: In pairs, children stand opposite each other, 5–10 metres apart, and pass or kick the ball using the inside of their foot. Focus on keeping the ball under control with a steady follow-through. Encourage children to step beside the ball and use their non-kicking foot for balance. **PROGRESSION:** Add cones or hoops between players as targets — each successful hit scores a point. Encourage accurate, gentle passing before increasing power.

EYFS Link: Physical Development (coordination, balance, and strength), Mathematics (distance and counting scores), Personal, Social & Emotional Development (focus and perseverance).



SINK THE SHIPS: Children work in pairs with five cones each — one marks their kicking point, and the other four act as “ships.” Each player takes turns calling out a cone colour before aiming to “sink” that ship by passing or kicking their ball to hit it. Every player has four “lives.” When a ship is hit, it’s “sunk.” **PROGRESSION:** Move the ships further away or use smaller cones to increase challenge.

EYFS Link: Physical Development (aiming and coordination), Mathematics (counting and colour recognition), Personal, Social & Emotional Development (taking turns and sportsmanship).



KICK TO WIN: Divide the class into two teams. Each team stands behind a “kicking line” and aims to knock a large beach ball off a cone placed in the centre. Once it’s knocked off, the goal is to kick the beach ball across the opponent’s line to win the round. Children must kick from behind their own line, keeping control and accuracy. **PROGRESSION:** Make the beach ball smaller or increase the distance between the lines for added difficulty.

EYFS Link: Physical Development (strength, coordination, and control), Mathematics (scoring and spatial awareness), Personal, Social & Emotional Development (teamwork and resilience).

Adapted Learning (Differentiation) (Challenge)

SPACE

Shorter distances first, longer later.

TASK

Start with a still ball, then passing, then shooting.

EQUIPMENT

Beach balls, footballs, cones.

PEOPLE

Pairs for passing, teams for games.

Cooldown

PASS AND PRAISE: Children sit or stand in a circle and gently roll a ball to a partner while saying one skill they improved on today. Encourage deep breaths and slow movements between turns. Finish with stretches — reach high, touch toes, and gently swing arms side to side. **PROGRESSION:** Ask children to show one controlled kick or catch as part of their cool down.

EYFS Link: Physical Development (relaxation and stretching), Communication & Language (expressing achievement), Personal, Social & Emotional Development (confidence and positive self-reflection).

Lesson Objective To be able to throw and kick a ball to a stationary target over various distances. **Lesson 4/6**

Equipment Needed tennis balls, beanbags, medium sized ball, footballs (size 2 or 3), hoops, buckets, cones, markers.

Success Criteria Children can:

- be aware that the further the target the harder they need to throw or kick the ball.
- Children can recognize whether they need to throw or kick the ball to the target..

EDSTART KNOW

- I can say what a target is.
- I can tell how to hit it with a ball.
- I can say why I use different actions.

EDSTART GO

- I can throw or kick at a hoop, cone, or bucket..
- I can play small games.

EDSTART SHOW

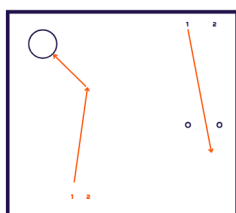
- I can clap when others hit the target.
- I can share targets fairly.
- I can say "well done" to my group.

Warm Up

CROSS THE LAVA: Children imagine the floor is lava and must move across without touching it. Use cones to mark a start and end line, and spread out flat markers or hoops for safe stepping stones. Children balance, jump, or stretch to reach the next spot safely. Encourage teamwork and problem-solving as they plan their routes. **PROGRESSION:** In groups of 4, give each team only 3 spot markers to cross the "lava river." All players must work together, using teamwork and balance to stay off the floor. If anyone touches the lava, the team restarts. First group to cross safely wins!

EYFS Link: Physical Development (balance, coordination, agility), Communication & Language (listening and planning), Personal, Social & Emotional Development (cooperation, teamwork, and persistence).

Main Activity



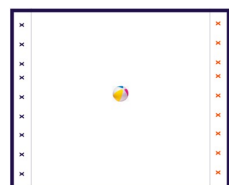
HOLE IN ONE: In pairs, children set up a "golf hole" using cones, buckets, or hoops. From a starting spot, they aim to roll, throw, or kick a beanbag or soft ball into or through the target. Each attempt counts as a "shot." The player with the fewest attempts wins the hole. **PROGRESSION:** Add distance or make targets smaller for extra challenge.

EYFS Link: Physical Development (aiming and control), Mathematics (counting and comparing), Personal, Social & Emotional Development (turn-taking and encouragement).



SINK THE SHIPS: In pairs, children set up four cones at opposite ends of a small area — these are their "ships." Taking turns, they aim to throw or roll their ball to hit one of the other player's cones. Every successful hit "sinks" a ship. The first player to sink all four wins. **PROGRESSION:** Move ships further away or use smaller targets.

EYFS Link: Physical Development (hand-eye coordination, spatial awareness), Mathematics (counting and strategy), Personal, Social & Emotional Development (fair play and patience).



AIM TO WIN: Split the class into two teams. Each team stands behind an "action line," aiming at a large beach ball balanced on a cone in the middle. Teams can roll, throw, or kick their beanbags or balls to knock it off. Once it falls, the goal is to hit or roll it across the other team's line. Only shots from behind the line count. **PROGRESSION:** Make the beach ball smaller or increase the distance between teams.

EYFS Link: Physical Development (strength, coordination, control), Mathematics (scoring and distance), Personal, Social & Emotional Development (teamwork and communication).

Adapted Learning (Differentiation) (Challenge)

SPACE

Close targets first, then further away.

TASK

Start with one throw, then play in games.

EQUIPMENT

Hoops, cones, buckets, balls.

PEOPLE

Alone first, then pairs and small groups.

Cooldown

LAVA COOL DOWN: Children stretch gently, pretending to cool off after escaping the lava. They reach high like tall volcanoes, bend low like cooling rocks, and take deep breaths to calm down. Discuss what they enjoyed most and which skill they improved today. **PROGRESSION:** Ask children to show their favourite movement or pose from the lesson as part of the cool down.

EYFS Link: Physical Development (body awareness and relaxation), Communication & Language (recalling and describing), Personal, Social & Emotional Development (reflection and confidence).

Lesson Objective To show control and accuracy with the basic actions of throwing, rolling and kicking a ball. **Lesson 5/6**

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

Success Criteria Children can:

- understand their arm action whilst rolling a ball.
- Children should be able to roll a ball using two hands.
- Children track balls and other equipment, moving in line to collect them and understanding when ball is at the top of its bounce.
- Children can throw and kick a ball in a variety of ways, depending on the game.

EDSTART KNOW

- I can say how to roll, throw, and kick.
- I can tell how to scoop a ball safely.
- I can say why I use two hands to catch.

EDSTART GO

- I can roll and scoop a ball.
- I can throw or kick to targets.
- I can play small games.

EDSTART SHOW

- I can cheer for my friends.
- I can play kindly in games.
- I can wait for my turn.

Warm Up

ROLLING RIVERS: Each child has a ball and must keep it rolling smoothly across the “river” (the hall or playing area) without it stopping or bumping into anyone else’s ball. Encourage them to use gentle pushes with one hand to keep the ball flowing like water. When the coach shouts “Bridge!”, children freeze and make a bridge shape over their ball. When “River!” is called, they continue rolling again. Add in fun commands like “Wave!” (make big rolls), or “Ripple!” (small quick rolls). **PROGRESSION:** Challenge children to change direction when the coach calls “Turn the tide!” or to swap rivers by rolling their ball to a partner across the area.

EYFS Link: Physical Development (coordination, control, and spatial awareness), Communication & Language (listening and responding to varied instructions), Personal, Social & Emotional Development (turn-taking and awareness of others).

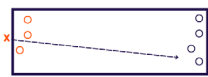
Main Activity

ROLL, RECEIVE, THROW, CATCH: In pairs, one player rolls the ball to their partner, who receives it and stands up. Encourage good technique:

- Down to one knee
- Cupped hands between the legs to ‘scoop’ the ball.

Player 2 then underarm throws the ball back, aiming for a smooth and accurate pass. Repeat ten times, then switch roles. **PROGRESSION:** Try rolling or throwing faster without losing control, or increase distance each time.

EYFS Link: Physical Development (fine and gross motor coordination), Mathematics (counting repetitions and turns), Personal, Social & Emotional Development (confidence through success and resilience).



SINK THE SHIPS: Using four cones as ‘ships’, players take turns rolling or throwing the ball to knock over their opponent’s cones. Every successful hit sinks one ship. Once all are sunk, swap roles. **PROGRESSION:** Move ships further apart or make them smaller.

EYFS Link: Physical Development (aiming accuracy), Communication & Language (listening and following rules), Personal, Social & Emotional Development (sportsmanship and patience).

TARGET THROW: Standing behind a line, each child takes turns rolling or throwing their beanbags towards a target (the yellow beanbag). Closest one wins! **PROGRESSION:** Vary the target distance or size.

EYFS Link: Physical Development (control and coordination), Understanding the World (problem-solving and prediction), Personal, Social & Emotional Development (taking turns and recognising success).

Adapted Learning (Differentiation) (Challenge)

SPACE

Close targets first, further later.

TASK

Start with rolls, then add throws and kicks.

EQUIPMENT

Beanbags, tennis balls, hoops, buckets.

PEOPLE

Pairs first, then groups.

Cooldown

CALM RIVER STRETCH: Children sit in a circle and roll their ball slowly in front of them, pretending it’s floating gently downstream. As they roll, they stretch their arms, legs, and backs slowly, matching the rhythm of calm music. Finish by sitting cross-legged, eyes closed, pretending to listen to the river. **PROGRESSION:** Add slow breathing — “In as the river flows... out as it reaches the sea.”

EYFS Link: Physical Development (flexibility and relaxation), Communication & Language (listening and focus), Personal, Social & Emotional Development (self-regulation and calm reflection).

EYFS - Intro to Games

Lesson Plan

Lesson Objective To understand the difference in a variety of games using throwing and kicking tactics / rules. **Lesson 6/6**

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

Success Criteria Children can:

- understand that games can be different.
- understand basic rules of the games and the boundaries set in place.

EDSTART KNOW

- I can say the names of games we play.
- I can tell why games have rules.
- I can say how to take turns.

EDSTART GO

- I can roll, throw, and kick to score.
- I can follow the rules in each game.
- I can play small games.

EDSTART SHOW

- I can play kindly with others.
- I can clap for my team.
- I can celebrate at the end.

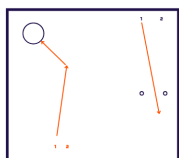
Warm Up

BALL BLAST ARENA: Split the space into two halves — one side uses hands to dribble, the other uses feet. Children move around keeping control of their ball while trying to knock others out of the arena. If their ball leaves, they switch sides and keep playing. Encourage teamwork, quick turns, and clever dodging. **PROGRESSION:** Add time limits or “safe zones” where children can rest for five seconds.

EYFS Link: Physical Development (coordination and balance), Communication & Language (listening and reacting to rules), Personal, Social & Emotional Development (resilience, sharing space, and fair play).

Main Activity

Set up a range of different games in a carousel format. Put the children in groups of 4-6 and they spend 10 minutes playing each activity.



HOLE IN ONE CHALLENGE: Children work in pairs to create their own “crazy golf hole” using hoops, cones, or buckets. They take turns rolling or throwing the ball to hit or land in their target. Fewer throws = better score! **PROGRESSION:** Move targets further away or add obstacles between them.

EYFS Link: Physical Development (aiming accuracy), Mathematics (counting and comparing), Personal, Social & Emotional Development (cooperation and turn-taking).

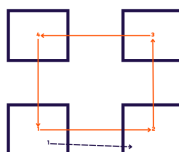


SHIPWRECK SHOOTOUT: In pairs, players guard four cones as their “ships.” Taking turns, they roll or throw to sink their opponent’s ships. First player to sink all wins! **PROGRESSION:** Reduce ship size or add a time challenge for faster play.

EYFS Link: Physical Development (control and accuracy), Mathematics (counting and sequencing), Personal, Social & Emotional Development (persistence and managing winning or losing).

SUPER THROW SHOWDOWN: Players stand behind a line and take turns throwing beanbags toward a yellow “jack.” The closest throw earns points for their team. **PROGRESSION:** Add new shapes or zones with different point values.

EYFS Link: Physical Development (hand-eye coordination and control), Understanding the World (problem-solving and estimation), Personal, Social & Emotional Development (turn-taking and teamwork).



RACE AROUND THE BASES: One player is the runner, racing through bases, while four fielders pass the ball around the square as fast as they can. Can the runner beat the ball back to the start? **PROGRESSION:** Use different passing types — rolling, underarm, or kicking.

EYFS Link: Physical Development (speed and coordination), Mathematics (sequencing), Personal, Social & Emotional Development (team collaboration and awareness).

Adapted Learning (Differentiation) (Challenge)

SPACE

Big areas for beginners, smaller for challenge.

TASK

Try one game first, then a carousel of games.

EQUIPMENT

Cones, hoops, beanbags, balls.

PEOPLE

Pairs first, then groups of 4-6.

Cooldown

MAGIC BUBBLE STRETCH: Children imagine blowing giant bubbles while slowly stretching arms high, then letting the bubbles “float down” as they reach for their toes. They pass their ball in a circle, taking turns sharing their favourite part of the lesson. **PROGRESSION:** Add partner mirror stretches or soft music for calm focus.

EYFS Link: Physical Development (flexibility and relaxation), Communication & Language (sharing and listening), Personal, Social & Emotional Development (calm reflection and confidence building)