

# Year 1 Fundamental Movement Skills

## Object Control - Lesson Plan

# COMPETING

## EDSTART

<b>Lesson Objective</b>	To be able to dodge an opponent whilst running and change direction quickly.	<b>Lesson 1/6</b>
<b>Equipment Needed</b>	Cones, Bibs (rugby balls)	
<b>Success Criteria</b>	Children can: <ul style="list-style-type: none"><li>dodge a defender using a variety of different techniques.</li><li>move away from crowded areas into space.</li><li>change direction quickly, make sharp turns and off balance the person trying to defend them.</li></ul>	

### EDSTART KNOW

- I can explain how to dodge an opponent.
- I can describe why changing speed and direction helps me escape.
- I can understand how to find space in games.

### EDSTART GO

- I can dodge defenders using sharp turns.
- I can move into space away from others.
- I can score points by dodging safely.

### EDSTART SHOW

- I can respect opponents by playing fairly.
- I can encourage teammates when they dodge.
- I can celebrate effort and success.

### Key Question

**What do you need to change to avoid being tagged?** To be able to change direction and speed whilst also maintaining control and balance.

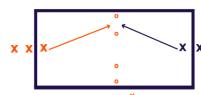
### Warm Up

**TAG TORNADO:** Set up a 20m x 20m area. Each child tucks two tags (or bibs) into their waistband. On "Go!", everyone tries to collect as many tags as possible in 30 seconds while protecting their own. Players keep any tags they grab and continue playing even if they lose theirs. After time, count the collected tags to find the winner. **PROGRESSION:** Vary the time limit, change the area size, make players use one hand only, add safe zones, play in teams to total scores, or introduce bonus points for collecting different coloured tags.

### Main Activity



**SLALOM SPRINT CHALLENGE:** Children work in groups of three, taking turns to dribble or run in a slalom pattern around the cones. After reaching the last cone, they place the ball behind the end line to "score a try," then run back to high-five their next teammate. This develops agility, coordination, and teamwork. **PROGRESSION:** Time each team, add more cones, increase running distance, dribble with the weaker hand, or introduce a rule that players must change direction or perform a turn at each cone.



**GATE BREAKERS:** An attacker tries to sprint through one of two gates while a defender aims to tag them before they pass through. The attacker must change speed, direction, and body position to create space, while the defender anticipates movement and reacts quickly. **PROGRESSION:** Reduce gate width, add extra defenders, use balls for attackers to carry, switch roles after each turn, or award points for successful dodges and tags.



**RUN, DODGE & SCORE ARENA:** Children play in three small zones with up to ten players each. One catcher starts in the middle, aiming to tag runners as they cross the area. Runners with a ball try to dodge and reach the opposite side to score a try. Tagged players swap roles. **PROGRESSION:** Add more catchers, reduce space, use both hands for ball carrying, introduce scoring zones or timed rounds, or challenge players to perform a feint or side step before crossing.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Make areas bigger for beginners and smaller for more challenge

#### TASK

Start with simple dribbling, then add dodging and scoring.

#### EQUIPMENT

Use softer, larger balls first, then progress to full-size basketballs.

#### PEOPLE

Begin solo or in pairs, then build up to small team games.

### Cooldown

**SNEAKY SNAKES & STRETCH:** Children form a big circle. They move slowly and quietly like snakes sneaking through the jungle — slithering arms, side stretches, and calm breathing. Reach tall to the trees, twist gently to the sides, then curl small on the ground. End with a big "Hisss and Relax!" while thinking about their favourite dodge or trick from today. **PROGRESSION:** Pupils lead one stretch each or copy a partner's "snake pose."

# Year 1 Fundamental Movement Skills

## Object Control - Lesson Plan

COMPETING  
**EDSTART**

**Lesson Objective** To be able to dribble a ball using their hands when stationary and whilst moving. **Lesson 2/6**

**Equipment Needed** Basketballs (size 3 plus small / lighter for differentiation) cones, markers, bibs, hoops

**Success Criteria** Children can:

- dribble a ball with their hands in a stationary position.
- understand how they need to bounce the ball to keep control.
- change speed and direction safely and under control.

### EDSTART KNOW

- I can explain how to dribble with my hands.
- I can describe why I keep the ball in front of me.
- I can understand how to change speed while dribbling.

### EDSTART GO

- I can dribble while standing still.
- I can dribble while moving across the area.
- I can use dribbling in fun games

### EDSTART SHOW

- I can respect defenders while dribbling.
- I can encourage classmates in challenges.
- I can celebrate fair play.

**Key Question** How do you dribble with your hands?. Keep the ball close, use your fingertips, and bounce it softly while keeping your eyes up.

**Warm Up** **DRIBBLE RESCUE:** Children are adventurers dribbling their basketballs around the jungle. 2-3 "catchers" chase to trap them. If caught, players freeze with legs apart. Teammates can rescue them by rolling their ball through their legs using the scoop technique. **PROGRESSION:** Add more catchers or make rescues using only the weaker hand.

**Main Activity** **BOUNCE BUDDIES:** In pairs, one player dribbles using their preferred hand, switches to the other, then alternates while keeping control. Partners encourage and count successful bounces in 30 seconds. Focus on rhythm, control, and confidence. **PROGRESSION:** Add direction changes, crossovers, figure-of-eight dribbles, or timed races. Challenge players to dribble while moving, around cones, or swapping hands under pressure.

**DRIBBLE DASH:** Adventurers start at one side and dribble through the "danger zone" while defenders try to tag them. If tagged or they lose control, they join the defenders. The last few dribblers are champions. **PROGRESSION:** Reduce space, add more defenders, include gates to dribble through, use weaker hand only, or award points for successful crossings.

**SHARK ISLAND ESCAPE:** Players dribble around the sea avoiding sharks. On "Shark Attack!", they must find a hoop island for safety. If caught, they join the sharks and chase others. Emphasise awareness, speed, and teamwork. **PROGRESSION:** Remove islands, shrink space, add multiple sharks, introduce two-ball dribbling, or give bonus points for using controlled turns to escape.

**BOUNCE BATTLE:** Players dribble while protecting their own ball and trying to knock others out of the area. When a ball is lost, that player re-enters in the next round. Promotes control, awareness, and defensive agility. **PROGRESSION:** Add point scoring, time limits, smaller spaces, weaker-hand play, or teamwork challenges such as defending a partner.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Bigger courts for support, smaller for challenge.

#### TASK

Begin with dribbling on the spot, progress to crossing areas and defending games.

#### EQUIPMENT

Lighter balls for beginners, basketballs for challenge.

#### PEOPLE

Work in pairs, then small groups.

### Cooldown

**REFLECTION REEF:** Children gather in a large circle and gently bounce their ball while stretching like sea creatures — reaching tall like seaweed, twisting like waves, and curling small like shells. This calm, rhythmic movement helps their bodies recover and minds refocus. Together, they discuss how they used control, teamwork, and awareness during the games. **PROGRESSION:** Pupils take turns leading a stretch or sharing one dribbling or dodging skill they improved or enjoyed most today.

# Year 1 Fundamental Movement Skills

## Object Control - Lesson Plan

COMPETING  
**EDSTART**

**Lesson Objective** To be able to dribble a ball using their feet. **Lesson 3/6**

**Equipment Needed** Footballs (size 3 plus small / lighter for differentiation) cones, markers, bibs

**Success Criteria** Children can:

- dribble ball with their feet, keeping it under control.
- move in a variety of directions whilst keeping the ball under control.
- change speed and direction safely and under control

### EDSTART KNOW

- I can explain how to use my feet to move the ball.
- I can describe why light touches help me keep control.
- I can understand how to change direction safely.

### EDSTART GO

- I can dribble with small touches.
- I can change speed while dribbling.
- I can dribble in games

### EDSTART SHOW

- I can respect defenders while dribbling.
- I can encourage teammates during challenges.
- I can celebrate improvements in control.

### Key Question

How do you dribble with the ball with our feet? Encourage children to keep the ball in front of them, use the different parts of the foot. Encourage children to take Lots of light touches

### Warm Up

**ANIMAL CROSSING:** Children become animals dribbling their footballs across the jungle. A few children are "crocodiles" trying to steal the balls by placing their foot on top. If caught, players become crocodiles too. Everyone keeps playing until all balls are caught. **PROGRESSION:** Add fun commands like "fast cheetah" or "slow turtle" for varied dribbling speeds.

### Main Activity

**TRAFFIC JAM:** Children become cars driving carefully around the town, dribbling their footballs under control. When the coach shouts "Red!", they stop and freeze with one foot on the ball. "Yellow!" means move slowly, "Green!" means drive fast! "Beep your horn!" means five toe taps, "Windscreen wipers!" means side-to-side taps, and "Change car!" means swap to another ball. This game develops control, coordination, and reaction skills. **PROGRESSION:** Add new calls such as "Roundabout!" (dribble in a circle), "Garage!" (stop by a cone), or "Speed Bump!" (small jump over the ball) to increase challenge and fun.

**SILLY SHAPES:** Children dribble their footballs freely around the space, keeping control and awareness of others. When the coach calls a body part, players must quickly touch the ball with it — "head!", "knee!", "belly" or any other. The fastest player wins a point. This game promotes balance, coordination, and quick reactions while keeping energy high. **PROGRESSION:** Add funny combinations such as "foot and elbow!" or "nose and knee!" to test balance and flexibility, or let pupils suggest their own creative body part mixes for added laughter and engagement.

**SNEAKY PIRATES:** Children are sneaky pirates trying to steal treasure (cones) from the sleeping coach guarding it at the far end. They dribble quietly towards the treasure and freeze when the coach "wakes up." If anyone moves while the coach is watching, they must return to the start. Pirates aim to grab treasure and return safely to their ship. This game encourages control, timing, and spatial awareness. **PROGRESSION:** Add more treasure, increase the number of pirates or coaches, or make the coach wake up more often to keep players alert, laughing, and engaged.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Larger areas for beginners, smaller for challenge.

#### TASK

Start with simple dribbling, then add fun commands or challenges.

#### EQUIPMENT

Use larger or softer balls first, then progress to match balls.

#### PEOPLE

Begin individually, then work in pairs or small groups for teamwork.

### Cooldown

**PILOT PARK:** Everyone parks their "cars" (balls) neatly in the "garage" (cone space). Together, they perform gentle stretches, touch toes, reach high, and twist side to side. To relax their bodies after all the driving fun. Discuss how they stayed in control, followed the traffic signals, and kept safe during the games. **PROGRESSION:** Let children lead a stretch, call out their favourite traffic command, or share one skill they improved today.

# Year 1 Fundamental Movement Skills

## Object Control - Lesson Plan

COMPETING  
**EDSTART**

**Lesson Objective** To be able to move with a ball using a variety of techniques against an opponent. **Lesson 4/6**

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

**Success Criteria** Children can:

- play against an opponent and understand how to keep the ball under control.
- know what technique is needed depending on the game and / or ball.
- what equipment can be used for to create multi skilled games.

### EDSTART KNOW

- I can explain how to use different techniques with a ball.
- I can describe why I change skills depending on the game.
- I can understand how to control the ball under pressure.

### EDSTART GO

- I can move with a ball in different ways.
- I can play against an opponent fairly.
- I can use dribbling in small games.

### EDSTART SHOW

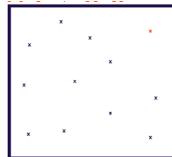
- I can respect opponents when competing.
- I can encourage classmates in dribbling games.
- I can celebrate effort fairly.

### Key Question

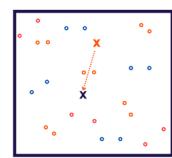
**How can you keep control of the basketball while moving around the space?** By keeping the ball close to your body, using your fingertips to bounce softly, keeping your eyes up to see space and others, and taking lots of light, controlled bounces as you move.

### Warm Up

**DRIBBLE RESCUE:** All children are brave explorers dribbling their basketballs through the jungle. Two or three "catchers" are lurking, trying to trap them by tagging. When tagged, players freeze with legs apart, holding their ball still. Teammates can rescue them by rolling their ball gently through the trapped player's legs using the scoop technique. This game encourages teamwork, awareness, and quick reactions while keeping the ball under control. **PROGRESSION:** Add extra catchers, limit dribbling to one hand, or make the space smaller to increase challenge and movement speed.



**TRAFFIC JAM:** Children become cars on a busy road, dribbling carefully around the space while listening and watching for the coach's commands. When the coach calls or shows "Green", they move freely and confidently; "Amber" means dribble on the spot and stay alert; "Red" means stop and balance the ball still with one hand. This activity builds listening skills, coordination, and control. **PROGRESSION:** The coach stops calling commands and only uses coloured cones or cards for signals, helping players practise looking up and responding visually instead of just listening.



**GATE RACERS:** Set up lots of cone "gates" around the area — large red, medium blue, and small orange. Each player dribbles their basketball through as many gates as possible, changing direction and keeping control. Players must look up, move into space, and avoid bumping into others while racing to find new gates. This activity develops dribbling precision, spatial awareness, and agility. **PROGRESSION:** Set a 1-minute timer and see how many gates each player can dribble through. Add bonus points for smaller gates, or ask players to use their weaker hand to increase difficulty and challenge coordination.

**SNEAKY PIRATES:** Children become sneaky pirates on a mission to steal treasure (cones) from the sleeping coach. They must dribble quietly towards the treasure while keeping control of the ball. When the coach "wakes up," pirates must freeze instantly with their ball still — if anyone moves, they must return to the start. The goal is to collect treasure and bring it back safely without being spotted. This game improves awareness, self-control, and timing. **PROGRESSION:** Add more treasure, increase the number of pirates, or make the coach wake up more often to test reactions and quick thinking.

**PARKING PANIC:** Children are drivers trying to park their cars (basketballs) safely in their garages (cones or hoops). Scatter 1–2 fewer garages than players around the space. On the coach's signal "Drive!", everyone dribbles around the area, keeping control and changing direction to avoid others. When the coach shouts "Park!", players must quickly find an empty garage and stop with one foot on the ball. The player left without a space does a fun skill challenge (e.g. five toe taps) before the next round begins. This activity promotes quick reactions, spatial awareness, and control under pressure. **PROGRESSION:** Remove more garages each round, use only weaker hand for dribbling, or add a "reverse" signal where players must back out slowly before continuing.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Bigger areas for beginners, smaller for challenge.

#### TASK

Start simple, then add commands or weaker-hand use.

#### EQUIPMENT

Use soft balls first, then full-size ones.

#### PEOPLE

Begin alone, then work in pairs or groups.

### Cooldown

**TEAM HUDDLE:** Children sit together in a large circle with their basketballs, gently stretching arms, legs, and shoulders after all the fun. The coach leads calm breathing and light stretches, asking children to think about how they stayed in control and moved safely during the games. Players take turns to share their favourite activity and what helped them improve today. This promotes reflection, confidence, and team spirit. **PROGRESSION:** Invite pupils to lead their own stretches, demonstrate a dribbling move they're proud of, or share one skill they'd like to keep practising next time.

# Year 1 Fundamental Movement Skills

## Object Control - Lesson Plan

# COMPETING

## EDSTART

<b>Lesson Objective</b>	To show control and accuracy with the basic actions of throwing, rolling and kicking a ball.	<b>Lesson 5/6</b>
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<b>Equipment Needed</b>	tennis balls, beanbags, medium sized ball, rugby balls, hoops, buckets, cones, markers.
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<b>Success Criteria</b>	Children can: <ul style="list-style-type: none"><li>understand their arm action whilst rolling a ball.</li><li>roll a ball using two hands.</li><li>track balls and other equipment, moving in line to collect them and understanding when ball is at the top of its bounce.</li><li>throw and kick a ball in a variety of ways, depending on the game.</li></ul>
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### EDSTART KNOW

- I can explain how to roll, throw, and kick with control.
- I can describe why I use different techniques for different games.
- I can understand how to aim at a target.

### EDSTART GO

- I can roll and throw with accuracy.
- I can kick a ball safely in a game.
- I can apply skills in small games,

### EDSTART SHOW

- I can respect my partner in challenges.
- I can encourage others when they try.
- I can celebrate fairness and fun.

### Key Question

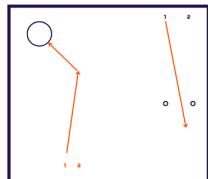
How can you use control and accuracy to hit a target or catch the ball successfully? By keeping your eyes on the target, using the right amount of power, and controlling your movements to aim carefully and catch with soft hands.

### Warm Up

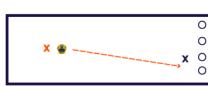
**BALL RESCUE:** Children become jungle explorers travelling carefully through the area while keeping control of their ball. Two or three "catchers" move around trying to trap other players by tagging them. When tagged, explorers freeze with their legs apart, holding their ball still. To be rescued, a teammate must roll their ball smoothly through the trapped player's legs using the scoop technique. This activity promotes teamwork, awareness, and gentle ball control. **PROGRESSION:** Add extra catchers, limit rescues to one hand only, or make the space smaller to challenge players' reactions and control.

### Main Activity

**SCOOP & CATCH CHALLENGE:** Children work in pairs, standing a few metres apart. One partner rolls the ball gently along the ground, while the other scoops it up between their legs using cupped hands. They then stand tall and return the ball with an accurate underarm throw. Partners count successful rolls and catches before swapping roles after ten turns. This task develops coordination, control, and teamwork through repetition and rhythm. **PROGRESSION:** Continue the game without stopping to create a continuous flow, counting how many clean catches can be made in a set time without dropping the ball.



**TARGET GOLF ADVENTURE:** Children work in pairs to design their own mini golf course using hoops, cones, or buckets as targets. Starting from a designated line, players take turns to roll or throw beanbags or balls, aiming to hit or land in the target in as few throws as possible. Each pair moves around the course, keeping track of their "scores" just like in real golf. This game builds accuracy, patience, and problem-solving skills. **PROGRESSION:** Make the targets smaller, increase the throwing distance, or introduce obstacles to navigate around, challenging precision and control while maintaining fun competition.



**BATTLE BLAST:** Players face off in pairs, each with four "ships" (cones) to protect. Taking turns, they aim to throw or roll the ball to knock down their opponent's ships while defending their own. Once a ship is hit, it's removed from play. The round continues until one player sinks all four ships. This activity encourages accuracy, strategy, and fair play. **PROGRESSION:** Add a time limit to increase intensity, reduce ship sizes, or increase throwing distance for advanced players. You can also introduce team versions, where groups work together to plan their attacks and defences.

### Adapted Learning (Differentiation) (Challenge)

**SPACE**  
Bigger areas for beginners, smaller spaces for more challenge.

**TASK**  
Start simple, then add time limits, weaker hands, or harder targets.

**EQUIPMENT**  
Use soft, large balls first, then smaller or firmer ones.

**PEOPLE**  
in alone or in pairs, then move to small groups or teams.

### Cooldown

**MISSION DEBRIEF:** Children gather in a circle, gently rolling their ball from side to side while taking deep breaths to relax. The coach leads a short discussion about how they used control, teamwork, and aiming skills during the lesson. Encourage pupils to share what they found tricky or enjoyable and celebrate effort as much as success. This reflection helps reinforce learning and confidence. **PROGRESSION:** Invite pupils to lead a stretch, demonstrate their favourite skill from the session, or suggest a creative new target game idea for next time.

# Year 1 Fundamental Movement Skills

## Object Control - Lesson Plan

COMPETING  
**EDSTART**

**Lesson Objective** To be able to play small games using the techniques learnt. **Lesson 6/6**

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

**Success Criteria** Children can:

- play small games using the skills learnt throughout the term.
- dodge and avoid players on the opposite teams.
- understand basic rules of games and can follow them.

### EDSTART KNOW

- I can explain the rules of simple games.
- I can describe how to work with my team.
- I can understand how to apply skills in competition.

### EDSTART GO

- I can play small-sided games with my classmates.
- I can dodge, dribble, and strike in games.
- I can apply skills in small games.

### EDSTART SHOW

- I can respect rules and opponents.
- I can encourage teammates in games.
- I can celebrate everyone's effort.

**Key Question** How does teamwork help you succeed? By communicating, sharing tasks, and supporting each other.

### Warm Up

**TEAM TREASURE HUNT:** Scatter cones, beanbags, and soft balls all around the hall or field to create a treasure-filled adventure zone. In small teams, children work together to collect as many items as possible. One at a time, they dribble, roll, or carefully carry an object back to their team's "base," making sure to stay in control and avoid bumping into others. Encourage communication and teamwork as they decide who collects what. The team with the most treasure at the end wins the challenge! This activity develops coordination, awareness, and teamwork. **PROGRESSION:** Add movement challenges such as skipping, hopping, or bouncing the ball while travelling to the next item.

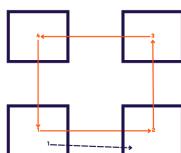
### Main Activity

**SKILL CAROUSEL:** Set up a carousel of three exciting games that focus on throwing, rolling, catching, and teamwork. Divide the class into small groups of 4-6. Each group spends around ten minutes at each station before rotating to the next. Encourage pupils to support each other and keep scores to add friendly competition.



**BATTLE BLAST:** Create a small area with four cones at each end as "ships." Players face off 1v1. The attacker aims to roll or throw the ball to knock down the defender's ships. Once they regain possession, the roles reverse. Players must think tactically about power, aim, and timing to succeed. The first player to sink all four ships wins the round. This game encourages accuracy, focus, and control. **PROGRESSION:** Increase the distance between players, reduce the size of ships, or use smaller balls to raise the challenge.

**MINI TARGET THROW:** Players stand behind a throwing line with three beanbags each and a yellow "target" beanbag placed at the start of the round. Player 1 rolls or throws the target, then both players take turns trying to land their beanbags as close to it as possible. Points are awarded for the closest throw each round. Encourage children to use soft hands, steady aim, and judge distance carefully. This game builds coordination, accuracy, and patience. **PROGRESSION:** Add obstacles to roll around, vary the throwing distance each round, or use smaller beanbags to increase control and focus.



**BASE DASH:** Set up four small boxes or cones to mark the fielders' bases and a running track around them. One player becomes the runner, and four others are fielders positioned at each base. When the coach shouts "Go!", the runner sprints around the track while the fielders pass the ball in sequence from Base 1 → 2 → 3 → 4 → back to 1. If the ball returns to the first base before the runner finishes the lap, the fielders score a point. This game builds teamwork, passing accuracy, and speed. **PROGRESSION:** Try different passing styles such as bounce passes, underarm throws, or rolling. Reduce the base size to increase speed and coordination demands.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Bigger areas for beginners, smaller for more challenge.

#### TASK

Start simple, then add distance, time, or movement.

#### EQUIPMENT

Use soft, large balls first, smaller ones later.

#### PEOPLE

Begin solo or in pairs, then work in teams

### Cooldown

**CIRCLE CHALLENGE:** Gather all the children into a large circle. Each child gently rolls the ball across the circle to another player while calling out their name, building focus and communication. After a few minutes, add a second ball to keep everyone alert and moving. Then guide the group through gentle stretches — reach high to the sky, touch toes, twist side to side, and finish with a few deep breaths together. Use this time to reflect on the session by asking, "What skill did you enjoy most today?" and "How did your team work together?" **PROGRESSION:** Pupils can take turns leading a stretch or naming a skill they'd like to improve next week