

# Year 1 - Fundamental Movement Skills

## Body Control - Lesson Plan

MOVING  
EDSTART

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

**Equipment Needed** cones, markers, hoops, bean bags.

**Success Criteria** Children can:

- listen to instructions and engage themselves in activity and use space safely.
- understand the word space and understand basic ways to travel.
- find, walk and run-in space.

### EDSTART KNOW

- I can explain what the word "space" means in PE.
- I can describe different ways of travelling on my feet.
- I can understand how to move safely around others.

### EDSTART GO

- I can travel using walking, jogging, skipping, hopping, and bouncing.
- I can change direction while keeping control.
- I can apply skills in games

### EDSTART SHOW

- I can respect others' space while moving.
- I can encourage my friends during games.
- I can celebrate everyone's effort.

### Key Question

How can you move safely and creatively around the space? By keeping control, looking where you're going, and using your body and imagination to move in different ways.

### Warm Up

**REMOTE CONTROL:** Children move freely around the hall, listening carefully to the coach's magic remote control commands — STOP (freeze), PLAY (walk), FAST FORWARD (run), REWIND (walk backwards), and SLOW MOTION (move in slow, silly actions). Add fun sound effects to make it exciting and get everyone smiling. **PROGRESSION:** Add new buttons like JUMP, SPIN, or FREEZE DANCE to challenge reactions and creativity.

### Main Activity

**MOVE LIKE A...** Children explore creative ways of moving around the hall using their imagination. Encourage them to be a Car (drive and steer carefully around the space), Plane (fly with arms stretched wide), Motorbike (hop on one foot), Train (join friends in a line and chug around the room), and Submarine (crawl low under the sea). Support children to use expressive sounds for each movement, gentle engine noises, whooshing wings, or underwater bubbles to make it playful and immersive. This activity develops coordination, spatial awareness, and confidence in moving freely. **PROGRESSION:** Add new vehicles such as Rocket (jumping high on the spot) or Tractor (slow, heavy stomps), or invite children to invent their own vehicle movement and sound for the class to follow.

**BALANCE BONANZA:** Using the movements they've practised, children make big, wide shapes and small, tucked shapes using their bodies. The coach gives each child a bean bag to balance on different body parts, hand, shoulder, knee, or head — encouraging focus and stillness. Guide them to stay calm and steady, keeping the bean bag from falling as they hold their shape. Emphasise posture, control, and gentle breathing to help them balance more effectively. This activity supports fine motor skills, coordination, and concentration. **PROGRESSION:** Add soft background music and challenge pupils to move slowly between shapes while keeping the bean bag balanced, promoting balance, rhythm, and focus.

**COACH WENT TO THE ZOO:** Children move freely around the hall until the coach calls out, "Coach went to the zoo and saw a..." The group then copies that animal's movement — stomp like an elephant, hop like a kangaroo, slither like a snake, or flap like a parrot! Encourage imagination and expression by asking how each animal might sound or move through its environment. This fun, energetic game develops agility, coordination, and confidence in movement, while also supporting listening and response skills. **PROGRESSION:** Add animal sounds to enhance engagement, or let pupils take turns choosing the next zoo animal for everyone to copy, promoting leadership and creativity.

**FARMERS AND RABBITS:** In this energetic tag game, some children become Farmers while the rest are Rabbits hopping, bouncing, and skipping across the hall. Farmers try to tag the rabbits, turning them into Farmers too. Hoops placed around the floor act as "rabbit holes" where rabbits can rest safely without being caught. Encourage quick thinking, teamwork, and fair play. This activity builds stamina, reaction time, and agility while keeping play inclusive and fun. **PROGRESSION:** Add new rules for variety, rabbits can only move in one specific way (e.g. only hopping or tiptoeing), or Farmers must crawl or move sideways to make the game trickier and encourage adaptability.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Use a larger area for beginners to move freely; make it smaller for confident movers to increase awareness and control.

#### TASK

Start with simple movements, then add speed, balance challenges, or creative actions.

#### EQUIPMENT

Use bean bags, hoops, or cones to guide movement and add fun challenges.

#### PEOPLE

Begin individually, then pair up or form groups to encourage teamwork and imagination.

### Key Technical Point

Focus on controlled movement, good balance, and spatial awareness while exploring different ways to travel, ensuring movements are safe, creative, and coordinated.

### Cooldown

**SLOTH RELAXATION:** After the final card, guide children to find a comfortable space or mat for the Sloth Pose. Encourage them to sit or lie still, relaxing every muscle in their body. Lead them through gentle breathing, deep inhale, slow exhale as they imagine lying safely in the rainforest canopy. Play "Rain Sound and Rainforest Animal Sound – Relaxing Sleep" softly in the background to create a peaceful atmosphere. **PROGRESSION:** Allow children to share one animal pose they enjoyed most and describe how it made them feel calm, strong, or happy

# Year 1 - Fundamental Movement Skills

## Body Control - Lesson Plan

MOVING  
EDSTART

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

**Equipment Needed** cones, markers, hoops, bean bags.

**Success Criteria** Children can:

- have control when changing direction.
- vary their movement whilst they are moving.
- confidently travel on their feet in different ways and recognise directions

### EDSTART KNOW

- I can explain how to change direction under control.
- I can describe why balance helps me stay safe.
- I can understand how to use speed in games.

### EDSTART GO

- I can change direction while walking, jogging, and running.
- I can stop and start safely.
- I can play small games

### EDSTART SHOW

- I can respect my friends when we move quickly.
- I can encourage others to keep trying.
- I can celebrate improvements in control.

### Key Question

How can you move safely while still being fast and creative? By looking where you're going, keeping control of your body, and listening carefully to the coach's instructions

### Warm Up

**MAGIC ROUNDABOUT:** Children sit in a big circle and are numbered 1 to 6. When the coach calls their number, those children jump up, race all the way around the outside of the circle, and sit back in their spot as fast as they can. Add excitement by calling two numbers at once for mini races! **PROGRESSION:** Children start lying face down so they must spring up quickly when their number is called — like superheroes racing off!

### Main Activity

**COMPASS DASH:** Mark out each wall or side of the hall as North, South, East, and West using cones or signs. Children begin standing in the centre of the space. When the coach shouts a direction, they must react quickly — running to that side, touching the wall or cone, and then racing back to the middle ready for the next call. Encourage fast feet, good listening, and awareness of others while moving. This activity develops spatial awareness, directional understanding, and reaction speed. **PROGRESSION:** Add new challenges such as "North-East!" or "South-West!" to test memory and listening skills. Include surprise actions like "Hop South!", "Spin West!", or "Crawl North!" to mix movement types and make it more engaging.

**CRAZY TRAFFIC JAM:** Give each child a cone, hoop, or small circle to hold like a steering wheel. Explain that they are now drivers moving safely around the space. When the coach shows a Red Cone, everyone must stop completely; Amber Cone means jog on the spot; and Green Cone means zoom around the hall pretending to drive! Encourage creative sound effects, turning motions, and careful steering to avoid "crashes." This fun, imaginative activity improves coordination, focus, and movement control. **PROGRESSION:** Add new "road rules" such as: **Roundabout:** Run in a circle around a hoop before driving off again. **Reverse:** Move backwards slowly. **Motorway:** Drive fast in big loops. **Speed Camera:** Tiptoe quietly so you don't get caught speeding! These rules encourage children to switch quickly between speeds and actions, boosting agility and response time.

**BALANCE BUILDERS:** Using the travelling and creative moves learned earlier, children now create large, tall shapes and small, low shapes with their bodies. The coach hands out bean bags, and pupils must balance them on different body parts — shoulders, hands, knees, or even heads — while holding their shape. Encourage focus, steady breathing, and slow, careful movements. The aim is to stay still like statues without wobbling or dropping the bean bag. This exercise develops core strength, body awareness, and control. **PROGRESSION:** Ask children to move slowly between two shapes without dropping the bean bag, or work in pairs or small teams to create group balances, linking together to form creative body shapes.

**SNEAKY TREASURE RAID:** At one end of the hall, place a pile of treasure (cones or beanbags) with the coach guarding it. Children begin at the opposite end. When the coach "falls asleep," pupils creep quietly across the space to steal one piece of treasure and bring it back to their base. If the coach "wakes up," everyone must freeze instantly like statues — if anyone moves, they return to the start! Encourage imaginative movement and teamwork as pupils sneak, crawl, and dash to collect treasure without being caught. This game supports spatial awareness, reaction control, and listening skills. **PROGRESSION:** Add themed movement challenges, such as sneak like a cat, hop like a rabbit, or crawl like a bear to vary difficulty and fun. Alternatively, play in small teams and see which group can collect the most treasure before time runs out, building cooperation and excitement.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Use a larger area for beginners to move freely; reduce space for confident movers to increase challenge and awareness.

#### TASK

Start with simple actions, then add directions, balance challenges, or themed movements (e.g. hopping, crawling).

#### EQUIPMENT

Use cones, hoops, or bean bags of different sizes and colours to match ability and focus.

#### PEOPLE

Begin individually, then progress to pairs or small groups for teamwork and communication.

### Key Technical Point

Focus on good control, quick reactions, and safe movement — keep eyes up, use soft knees when changing direction, and move with balance and awareness of others.

### Cooldown

**JUNGLE STRETCH ADVENTURE:** Children walk slowly in a big circle, breathing deeply to relax. Stretch tall like palm trees, reach side to side like waves, and curl up small like sleepy animals. Finish sitting in a circle to talk about which game they enjoyed most and what helped them move or balance better today. **PROGRESSION:** Let children take turns leading a stretch or choosing a fun movement to end the lesson calmly.

# Year 1 - Fundamental Movement Skills

## Body Control - Lesson Plan

MOVING  
**EDSTART**

<b>Lesson Objective</b>	To demonstrate different ways of travelling fast and slow using different movements.				<b>Lesson 3/6</b>
<b>Equipment Needed</b>	Mats, benches, hoops, cones, markers.				
<b>Success Criteria</b>	<p>Children can:</p> <ul style="list-style-type: none"><li>vary speed of movements under control.</li><li>use fundamental shapes</li><li>move using a variety of different ways (walk, run, hop, skip, bounce, slide, crawl)</li></ul>				
<b>EDSTART KNOW</b>	<ul style="list-style-type: none"><li>I can explain what "fast" and "slow" mean in PE.</li><li>I can describe how to use different speeds in games.</li><li>I can understand how to move under control.</li></ul>		<b>EDSTART GO</b>	<ul style="list-style-type: none"><li>I can move fast and slow with balance.</li><li>I can use skipping, sliding, crawling, and hopping.</li><li>I can apply speed changes in games.</li></ul>	
<b>Key Question</b>	How can you move quickly while still staying safe and in control? By keeping your eyes up, watching others, and using careful, balanced movements.				
<b>Warm Up</b>	<p><b>SHARK ATTACK:</b> Choose two children to be the sharks and the rest as minnows. Minnows must cross the hall without being tagged by the sharks. If a shark catches a minnow, that child becomes a shark too! Mats are placed around the hall as "safe rocks" where only three minnows can rest at once. <b>PROGRESSION:</b> Add more sharks or limit safe time on the mats to keep the game exciting and fast-paced.</p>				
<b>Main Activity</b>	<p><b>CRAZY TRAFFIC JAM:</b> Give each child a cone, hoop, or circular object to use as their "steering wheel." Explain that the hall is now a busy road, and everyone must follow the traffic signals shown by the coach. When the coach holds up a Red Cone, all drivers stop instantly and stay still; Amber Cone means jog gently on the spot and get ready; and Green Cone means zoom around the hall driving their "cars." Encourage children to make fun engine noises, signal turns with their arms, and steer carefully to avoid collisions. This activity improves listening, coordination, and reaction time while keeping the atmosphere playful and engaging. <b>PROGRESSION:</b> Add new road rules to make the game more exciting and challenging: <b>Roundabout:</b> Run in a circle around a hoop before continuing your journey. <b>Reverse:</b> Move backwards slowly, looking carefully over your shoulder. <b>Motorway:</b> Drive quickly but carefully in large loops around the space. <b>Speed Camera:</b> Move in super slow motion so you don't get caught speeding! This version develops agility, body control, and focus while reinforcing safe and imaginative movement.</p> <p><b>SPOT DASH:</b> Scatter different coloured spot markers across the hall. Children begin moving freely around the area, using small steps and quick reactions to touch as many spots as possible in 20 seconds. Encourage them to move fast but safely, keeping awareness of others and using open spaces to reach more spots. Once finished, gather the group and ask reflective questions like, "Who touched the most spots?" or "Who managed to touch every colour?" This builds awareness, agility, and spatial understanding in a fun and competitive way. <b>PROGRESSION:</b> Pair the children up — one child leads while the other mirrors their movements, both touching the same spots together. Swap roles after each round. This encourages teamwork, cooperation, and spatial awareness as children learn to move together and adapt to one another's pace.</p> <p><b>SNEAKY TREASURE RAID:</b> At one end of the hall, the coach lies "asleep" guarding a pile of treasure (cones or beanbags). The children start at the opposite end, waiting quietly for the chance to sneak forward. When the coach pretends to sleep, children move carefully across the floor to steal one piece of treasure and return it to their team base. If the coach suddenly "wakes up," everyone must freeze completely — if anyone moves, they return to the start. Encourage soft steps, sneaky movements, and teamwork as children work together to collect treasure without being caught. This game supports self-control, listening, and timing skills in a light-hearted, imaginative way. <b>PROGRESSION:</b> Add themed movements such as sneak like a cat, tiptoe like a ninja, or crawl like a crab to make the game even more creative and challenging. Children could also play in small teams to see which group collects the most treasure before time runs out.</p>				
<b>Adapted Learning (Differentiation) (Challenge)</b>	<b>SPACE</b> Use a larger area for beginners to explore safely; reduce space for confident pupils to test control and awareness.	<b>TASK</b> Start with basic movements, then add directions, speeds, or creative challenges like themed actions or partner work.	<b>EQUIPMENT</b> Use colourful cones, hoops, or spot markers to guide movement and add variety.	<b>PEOPLE</b> Begin individually, then progress to pairs or small groups for teamwork, cooperation, and fun.	
<b>Key Technical Point</b>	Focus on listening carefully, changing speed safely, and moving with balance and control while being aware of space and others around you.				
<b>Cooldown</b>	<p><b>SILLY STATUES:</b> Play short bursts of upbeat, fun music. While the music plays, children move around the hall using creative movements from the lesson, zooming cars, hopping rabbits, sneaky ninjas, or twirling planes. When the music stops, they must freeze instantly into the funniest or most imaginative statue pose they can think of. Encourage laughter, creativity, and balance as they hold their statues for a few seconds before the music starts again. This cool-down helps children relax, practise stillness, and enjoy expressing themselves through movement. <b>PROGRESSION:</b> Let children take turns being the DJ, choosing when the music stops and who makes the funniest or most creative statue. This encourages leadership, listening, and peer engagement while finishing the session on a positive, playful note.</p>				

# Year 1 - Fundamental Movement Skills

## Body Control - Lesson Plan

MOVING  
**EDSTART**

**Lesson Objective** To demonstrate different ways of travelling using small and large body parts; making wide, thin, tall, and curled body shapes. **Lesson 4/6**

**Equipment Needed** Bean bags, hoops, mats

**Success Criteria** Children can:

- show a variety of shapes whilst being under control.
- move using small and large body parts safely.
- walk, stride, bounce and hop on feet or hands and feet and slide on different body parts.
- travel in different ways (stepping – Straight and bent leg) (leaping – Scissor and cat)

### EDSTART KNOW

- I can explain what small and large body parts are.
- I can describe how to balance with different body parts.
- I can understand how to change shapes safely.

### EDSTART GO

- I can move using hands, feet, back, and tummy.
- I can make wide, tall, thin, and curled shapes.
- I can keep control while balancing beanbags.

### EDSTART SHOW

- I can respect my classmates in group games.
- I can encourage others when trying new movements.
- I can celebrate fair play.

### Key Question

What helps you keep your balance when moving or holding a pose? Keeping still, spreading your weight evenly, and focusing your eyes on one point helps you stay balanced and in control.

### Warm Up

**BEAN BONANZA:** Children move freely around the space, listening carefully for the coach's bean commands! When they hear one, they must act it out quickly, Runner Bean (run fast), Jumping Bean (jump up and down), Chilli Bean (shiver and shake), Jelly Bean (wobble like jelly), String Bean (stretch tall), Broad Bean (make yourself wide), Baked Bean (curl up small), Beans on Toast (lie flat), Baby Bean (crawl), and Butter Bean (pretend to slide). **PROGRESSION:** Add a "Magic Bean" command — children can create their own silly bean movement for everyone to copy!

### Main Activity

**BODY BUILDER BEANS:** Children explore using different body parts to make a variety of shapes — wide, small, tall, and low — before introducing a fun ball challenge. Each child dribbles their ball carefully around the space, keeping it close and under control. When the coach calls out a body part — such as "head," "knee," "foot," or "tummy" — everyone must quickly touch the ball with that body part (no hands allowed!). The first player to do so scores a point. Encourage creativity and laughter as children explore new ways to balance, stretch, and reach their ball. This game develops coordination, balance, and reaction speed while encouraging imaginative movement. **PROGRESSION:** Add challenges like "two body parts" (e.g. knee and elbow!) or "balance on one leg while touching the ball" to increase focus and control.

**BALANCE BEAN CHALLENGE:** Set up an exciting obstacle course using cones, hoops, benches, or floor markers. Each child balances a bean bag on the back of their hand (palm down) as they move carefully through the course. Begin in 1st gear (slow) to build confidence and control, then call out 2nd gear or 3rd gear to increase the pace! If a child drops their bean bag, they must calmly pick it up and start again. The aim is to move steadily without losing balance or rushing. Encourage focus, posture, and gentle breathing to help them stay in control. This activity strengthens fine motor control, concentration, and body awareness. **PROGRESSION:** Change where the bean bag is balanced — shoulder, elbow, or head — to make it trickier and funnier! For extra challenge, time each run or create team relays to add a friendly competition element.

**TAG THE BEAN:** Choose two players to be taggers while the rest move freely around the hall using different movements such as hopping, skipping, jumping, or jogging. When tagged, a player must freeze in a bean-balance pose — for example, balancing a bean bag on their arm, knee, or head. They remain frozen until rescued by a "Super Bean Rescuer." Rescuers can unfreeze their friends by gently tapping them while copying their balance pose, promoting observation and teamwork. This lively game develops agility, spatial awareness, and creativity, encouraging pupils to move safely and think quickly. **PROGRESSION:** Add more taggers, change movement styles each round, or challenge rescuers to complete a balance task before freeing others.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Use a larger area for beginners to give more room to move safely; make the space smaller for confident children to test control and awareness.

#### TASK

Start with simple movements and balances, then add speed, obstacles, or extra body parts for challenge.

#### EQUIPMENT

Use larger or lighter bean bags for beginners, then smaller or heavier ones to increase difficulty.

#### PEOPLE

Begin individually, then progress to pairs or teams to build cooperation and creative play

### Key Technical Point

Focus on steady movements, strong posture, and controlled breathing — move slowly, keep your core tight, and adjust your body to stay balanced at all times.

### Cooldown

**BEAN PARADE:** Children walk slowly around the hall as sleepy beans, using gentle movements to calm their bodies. Encourage them to stretch tall like a string bean, curl small like a baked bean, and wobble softly like a jelly bean. As they move, guide them to take slow, deep breaths to relax after their energetic games. Once settled, gather everyone in a circle to reflect: ask, "Which bean activity did you enjoy most?" and "What helped you balance or move carefully today?" This reflective discussion reinforces body awareness and self-assessment. **PROGRESSION:** Invite children to take turns leading a "bean move" or invent their own new bean type (e.g. "robot bean" or "sleepy bean") to end the session with laughter and creativity.

# Year 1 - Fundamental Movement Skills

## Body Control - Lesson Plan

MOVING  
EDSTART

**Lesson Objective** To know, understand and show how to jump, land and sink down and add turning jumps e.g.,  $\frac{1}{4}$ ,  $\frac{1}{2}$ . **Lesson 5/6**

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

**Success Criteria** Children can:

- safely jump, hop, and bounce from one position to another.
- jump from one foot to two feet and from one foot to the other foot and understand how to land safely.
- to twist from two feet to two feet under control

### EDSTART KNOW

- I can explain the difference between a jump and a leap.
- I can describe how to land safely.
- I can understand how to twist in the air.

### EDSTART GO

- I can jump from two feet to two feet.
- I can leap and hop with control.
- I can link jumps in routines.

### EDSTART SHOW

- I can respect my partner in jump practice.
- I can encourage classmates when jumping.
- I can celebrate creativity in routines.

### Key Question

**What helps you land safely after a jump?** Bending your knees, keeping your balance, and landing softly on both feet helps you stay in control and ready for your next move.

### Warm Up

**STOPSCOTCH:** Set up lots of hopscotch grids across the hall using floor markers or tape. Children take turns jumping through the hopscotch lines, practising balance and control. When the coach shouts "STOP!", everyone must freeze exactly where they are — balancing on one foot or standing still on two feet like statues! **PROGRESSION:** Add fun actions — if the coach shouts "STAR!", children must jump and freeze in a star shape; if "TUCK!", they crouch small and still.

### Main Activity

**SPOT DASH:** Scatter coloured spot markers or flat cones all around the hall. Children move freely around the space, aiming to touch as many spots as they can within 20 seconds. Encourage quick movements, light feet, and awareness of others by reminding them to keep their eyes up and find open spaces. After each round, ask fun challenges like, "Who touched the most?" or "Can you touch every colour?" to promote motivation and friendly competition. This activity builds agility, coordination, and spatial awareness, helping children to change direction quickly and safely. **PROGRESSION:** Pair children up — one leads and one follows, mirroring each other's movements while touching the same spots. Swap leaders each round to encourage teamwork, communication, and cooperation.

**JUMP AND LEAP CHALLENGE:** Children work in pairs, taking turns performing different jumps and leaps while their partner observes and gives positive feedback. Begin with simple two-foot jumps, then progress to one-foot take-offs and soft landings. Encourage bent knees, arms out for balance, and eyes forward on landing. Ask pupils to show different shapes in the air — straight, star, and tuck — focusing on control and posture. Encourage creativity by linking movements smoothly and using varied speeds or directions. This develops coordination, strength, and body control while allowing children to express themselves. **PROGRESSION:** Challenge pupils to jump higher or combine two shapes (e.g. straight into star) in a single smooth motion to test rhythm and coordination.

**TWIST AND LAND:** Working with a partner on mats, pupils practise controlled jumping and twisting movements. Begin with small, half-turn twists and gradually progress to full turns once they show balance and stability. After landing, they must stay still before performing the next move. Encourage smooth take-offs, gentle landings, and correct posture. Partners should support each other by giving feedback and encouragement. Once confident, pupils create a two-move routine, combining jumps, twists, and shapes to music or rhythm. This encourages teamwork, creativity, and timing. **PROGRESSION:** Ask pupils to perform their short routine together, showing coordination, rhythm, and control, and even adding a creative freeze pose at the end.

**JUMPING THE WAVES:** Pretend the hall is the ocean, with invisible waves rolling across. Demonstrate jumping over "waves" from two feet to two feet, then explore patterns such as one to two, two to one, hopping, and one to the other. Encourage children to imagine big, crashing ocean waves or gentle ripples, using their body movements to represent each one. Remind them to land softly with bent knees and arms out for balance. This activity builds power, imagination, and control while keeping learning playful. **PROGRESSION:** Add jumping shapes — straight, star, or tuck — or challenge pupils to jump over "higher" or "faster" waves safely to enhance agility and confidence.

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Use a smaller area for beginners to improve control; widen the area for confident jumpers to explore longer leaps and movement variety.

#### TASK

Begin with simple two-foot jumps, then add shapes, twists, and combinations to challenge balance and coordination.

#### EQUIPMENT

Use floor spots, hoops, or soft mats for landing. Increase spacing or add visual "waves" for advanced learners.

#### PEOPLE

Start individually, then progress to pairs or groups to promote teamwork, observation, and peer feedback.

### Key Technical Point

Focus on soft, controlled landings with bent knees, arms out for balance, and eyes looking forward to keep steady posture and prevent falling.

### Cooldown

**BEACH RELAXATION:** Invite pupils to sit or lie down on the floor, imagining they're relaxing on a warm beach after all their jumping adventures. Guide them through gentle stretches — reach high like sunshine, curl small like seashells, and stretch side to side like the tide. Encourage slow breathing: in through the nose, out through the mouth, as they imagine hearing gentle ocean waves. End with a short reflection: "What helped you balance and land your jumps today?" This helps children connect movement to mindfulness and recognise their progress. **PROGRESSION:** Let pupils share their favourite jump or invent a new "wave move" for everyone to try next time, celebrating creativity and imagination.

# Year 1 - Fundamental Movement Skills

## Body Control - Lesson Plan

MOVING  
EDSTART

<b>Lesson Objective</b>	To be able to move around and link together a wide variety of movements under control.			<b>Lesson 6/6</b>
<b>Equipment Needed</b>	Mats			
<b>Success Criteria</b>	<p>Children can:</p> <ul style="list-style-type: none"><li>move, hop, run, and bounce around under control.</li><li>link gymnastics skills effectively and create and perform gymnastic routines (4/5 elements)</li><li>travel using large and small body parts safely.</li></ul>			
<b>EDSTART KNOW</b>	<b>EDSTART GO</b>			<b>EDSTART SHOW</b>
	<ul style="list-style-type: none"><li>I can explain how to link movements together.</li><li>I can describe how to use balance, travel, and jumps in a routine.</li><li>I can understand how to perform a sequence with control.</li><li>I can link 4-5 actions into a routine.</li><li>I can perform balances, jumps, rolls, and travels.</li><li>I can share my sequence with the class.</li></ul>			<ul style="list-style-type: none"><li>I can respect my classmates when they perform.</li><li>I can encourage my group during routines.</li><li>I can celebrate effort and creativity</li></ul>
<b>Key Question</b>	How can you make your gymnastics sequence look smooth and controlled from start to finish? By moving slowly between shapes, keeping strong body tension, and showing clear start and finish positions with confidence.			
<b>Warm Up</b>	<p><b>COACH SAYS:</b> Children move around the mats using a range of movements such as skipping, bouncing, hopping, and jumping. When the coach gives an instruction, they must follow quickly — "Coach says jump!", "Coach says reach high!", "Coach says make a bridge!" Mix in stretching movements from low to high to wake up their whole body and improve flexibility. <b>PROGRESSION:</b> Add gymnastics-themed actions like "Coach says roll," "Coach says balance on one foot," or "Coach says twist" to prepare for their routines</p>			
<b>Main Activity</b>	<p><b>BUILD-A-ROUTINE:</b> Children work to create their own short gymnastics sequences using movements learned throughout the unit. Each sequence must include two balances, one roll, and two different types of travel (e.g. leap, jump, crawl, or twist). Encourage them to start and finish with a strong pose to show performance quality.</p> <p>Guide them through the sequence structure: <b>Jump/Twist → Travel → Balance → Roll → Balance → Travel → Jump/Twist.</b></p> <p>Remind children to focus on the quality of their movements, stretched fingers, pointed toes, and smooth, controlled transitions. After practising individually, pupils work in pairs to combine ideas and create a shared routine with 4-5 linked movements. Encourage them to include mirror or matching balances (point and patch) and synchronised timing for creativity and teamwork.</p> <p>Once complete, partners perform their routine for the group while others act as evaluators, describing what they see using accurate gymnastics vocabulary such as balance, roll, travel, tension, and control. <b>PROGRESSION:</b> Add background music or count beats to improve rhythm and timing. Challenge pupils to include a creative transition or symmetrical pose to demonstrate performance awareness and style.</p> <p><b>SHAPES AND BODY PARTS:</b> Revisit key gymnastics shapes - Straight, Tucked, and Star and large/small body parts used in balances:</p> <p>Large Body Parts: Back, Bottom, Stomach.</p> <p>Small Body Parts: Hands, Feet.</p> <p>Ask children to experiment by creating balances that use different combinations of large and small body parts (e.g. one hand and one foot, or back and feet). They should hold each balance for 3-4 seconds, showing control, strength, and stillness.</p> <p>Provide feedback on:</p> <p><b>Body Tension:</b> Tight core muscles, pointed toes, extended limbs.</p> <p><b>Control:</b> Enter and exit each balance slowly and confidently.</p> <p><b>Precision:</b> Clear start and finish positions for every movement.</p> <p><b>PROGRESSION:</b> Create short sequences that connect balances and shapes together using one travel (e.g. star shape → roll → tucked balance).</p>			
<b>Adapted Learning (Differentiation) (Challenge)</b>	<b>SPACE</b> Give beginners larger areas for safe movement; advanced pupils use smaller spaces to focus on precision and control.	<b>TASK</b> Start with one balance and one travel, then increase complexity by adding rolls, twists, or mirrored positions.	<b>EQUIPMENT</b> Use mats for safety and variety. Add cones or markers to guide starting and finishing points.	<b>PEOPLE</b> Begin individually, then pair up to share ideas and evaluate performances using correct gymnastics terms.
<b>Key Technical Point</b>	Maintain core tension throughout every movement. Keep toes pointed, arms extended, and balance steady — always enter and exit positions with control, posture, and flow.			
<b>Cooldown</b>	<p><b>SLOTH RELAXATION:</b> After the final card, guide children to find a comfortable space or mat for the Sloth Pose. Encourage them to sit or lie still, relaxing every muscle in their body. Lead them through gentle breathing — deep inhale, slow exhale — as they imagine lying safely in the rainforest canopy. Play "Rain Sound and Rainforest Animal Sound – Relaxing Sleep" softly in the background to create a peaceful atmosphere. <b>PROGRESSION:</b> Allow children to share one animal pose they enjoyed most and describe how it made them feel calm, strong, or happy</p>			