

# EYFS - Fundamental Movement Skills

## Object Control - Lesson Plan

**Lesson Objective** To be able to roll a ball to a target underarm.

**Lesson 1/6**

**Equipment Needed** Tennis balls, beanbags, cones, markers, beach ball.

**Success Criteria** Children can:

- understand how to roll the ball successfully.
- understand their arm action whilst rolling a ball.
- start to show a preference for a dominant hand.

### EDSTART KNOW

- I can say how to roll a ball.
- I can tell which hand I like best.
- I can say what a target is.

### EDSTART GO

- I can roll the ball underarm.
- I can roll through a gate to my partner.
- I can play small games.

### EDSTART SHOW

- I can take turns with my partner.
- I can play fairly in games.
- I can clap when my team scores.

### Warm Up

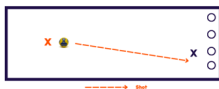
**ROLLING RESCUE:** All children have a ball and move around the area, keeping it close to their body. Two or three 'catchers' are chosen to freeze others by tagging them. When a player is caught, they stand still with their legs apart like a tunnel. To be rescued, another player must roll their ball accurately between the frozen player's legs and then scoop it back safely. Once freed, the player continues moving again. After two minutes, swap catchers to give everyone a chance. **PROGRESSION:** Add extra challenges such as using the weaker hand to roll or introducing "super catchers" who must hop while tagging others.

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

### Main Activity

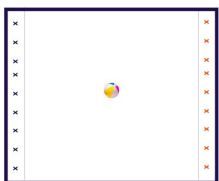
**ROLL & AIM:** Working in pairs, children set up two cones to form a 'gate' between them. Players take turns rolling their ball carefully through the gate to their partner, focusing on accuracy and control. Each time both succeed, they can either make the gate smaller or take a step further back to increase the challenge. Encourage children to bend low and use both hands to guide their rolls. **PROGRESSION:** Add a time limit — how many accurate rolls can each pair complete in 30 seconds?

EYFS Link: Physical Development (fine and gross motor control), Mathematics (distance and spatial awareness), Personal, Social & Emotional Development (cooperation and encouragement).



**SHIP SHOTS:** Children play 1v1, setting up four cones each as their "ships." Taking turns, one player rolls their ball to try to knock over an opponent's cone. If they hit, that ship is "sunk." After regaining the ball, roles switch. The first player to sink all four of the opponent's ships wins. **PROGRESSION:** Play in pairs (2v2) to encourage teamwork and communication when targeting and defending.

EYFS Link: Physical Development (accuracy and aiming), Communication & Language (strategy discussion), Mathematics (counting and tracking progress).



**ROLL TO WIN:** Split the class into two teams. Each team stands behind a "rolling line" and tries to roll their tennis balls to knock a beach ball off a cone in the centre of the area. Once the beach ball is knocked down, both teams compete to roll it across the opponent's line to score a point — but no one can cross their own line or touch the beach ball with their hands. **PROGRESSION:** Add more beach balls for multiple games at once, or vary the rolling distance to increase difficulty.

EYFS Link: Physical Development (aim, coordination, and strength control), Understanding the World (predicting and testing outcomes), Personal, Social & Emotional Development (teamwork and fair play)

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Big gates first, smaller ones later.

#### TASK

Start rolling to a partner, then add targets.

#### EQUIPMENT

Cones, beanbags, tennis balls, beach ball.

#### PEOPLE

Alone first, then in pairs, then in teams.

### Cooldown

**ROLL AND REST:** Children sit in a circle, holding their ball. Ask them to take slow, calm breaths while rolling the ball gently around their body in a small circle on the floor. Discuss what they learned about rolling and aiming today. End with a "freeze" pose — children stop their ball completely and stay still for five seconds, showing control and focus. **PROGRESSION:** Ask children to share one thing they did well or one skill they want to improve next time.

EYFS Link: Physical Development (balance and control), Communication & Language (verbal reflection), Personal, Social & Emotional Development (confidence and self-awareness).

# EYFS - Fundamental Movement Skills

## Object Control - Lesson Plan

# PLAYING

## EDSTART

**Lesson Objective** To learn the skill of throwing underarm. **Lesson 2/6**

**Equipment Needed** Tennis balls, bean bags, cones, markers, beach balls, bucket.

**Success Criteria** Children can:

- know how they should hold the beanbag / ball whilst throwing underarm.
- stand correctly whilst throwing a ball underarm.
- sometimes catch a beanbag and / or a medium sized ball.
- start to show a preference for a dominant hand.

### EDSTART KNOW

- I can say how to hold a ball or beanbag.
- I can tell how to stand for throwing.
- I can say why I look at the target.

### EDSTART GO

- I can throw a beanbag underarm.
- I can roll, receive, throw, and catch with my partner.
- I can score points in target games.

### EDSTART SHOW

- I can wait behind the line.
- I can try my best in throwing games.
- I can clap when my partner scores.

### Warm Up

**CATCH ME IF YOU CAN:** All children have a ball and move around the area, dribbling or carrying it carefully. Two or three 'catchers' are chosen to freeze others by tagging them. When caught, players stand still with their legs apart, holding their ball still. To free them, another child must roll their ball accurately through the frozen player's legs and scoop it back safely. Swap the catchers every two minutes to keep the game active and fair. **PROGRESSION:** Add a rule that players must bounce, toss, or balance their ball as they move to increase coordination.

EYFS Link: Physical Development (spatial awareness and coordination), Communication & Language (listening and following instructions), Personal, Social & Emotional Development (teamwork and cooperation).

### Main Activity

**CATCH AND SWAP:** At the side of the hall, set up four hoops each containing a different type of object — balloons, soft balls, beanbags, and small balls. All children begin with a balloon, practising gentle catches and throws. Once they can consistently catch it without dropping, they swap their item for the next challenge. This helps build **PROGRESSION:** Add a time challenge — how quickly can they move through all four items safely and successfully?

EYFS Link: Physical Development (catching and hand-eye coordination), Understanding the World (experimenting with different objects), Personal, Social & Emotional Development (confidence and persistence).

**THROW AND CATCH PARTNERS:** Children work in pairs, standing one metre apart. Player one slides or gently throws the beanbag towards their partner's legs to help with timing and reaction. As their confidence grows, they begin tossing the beanbag for catches. This builds understanding of distance and control. **PROGRESSION:** Ask the pair to take a step back each time they both make a successful catch.

EYFS Link: Physical Development (fine and gross motor control), Mathematics (estimating distance), Communication & Language (cooperating with others).

**ROLL AND CATCH:** In pairs, one player rolls the ball to their partner who receives it with two hands, stands up, and throws it back underarm for a catch. Children repeat ten times before switching roles. Encourage soft throws and eye focus on the ball. **PROGRESSION:** Switch roles continuously without stopping — how many can they complete without dropping?

EYFS Link: Physical Development (rolling, throwing, and catching control), Communication & Language (understanding instructions), Personal, Social & Emotional Development (taking turns).



**BUCKET BLAST:** Split the class into two large teams with a throwing line in front of a set of buckets at different distances. Each child has a beanbag and aims to throw it underarm into the buckets — 2 points for the nearest, 3 for middle, and 5 for furthest. Once all beanbags are thrown, they collect and repeat. The team with the most points wins. **PROGRESSION:** Move the throwing line back to challenge distance control.

EYFS Link: Physical Development (aiming and strength control), Mathematics (counting and comparing scores), Personal, Social & Emotional Development (team competition and sportsmanship).

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Close targets first, further away later.

#### TASK

Start rolling, then underarm throws.

#### EQUIPMENT

Hoops, beanbags, buckets.

#### PEOPLE

Work in pairs, then teams.

### Cooldown

**TOSS AND TALK:** Children sit in a circle with one soft ball. The coach gently tosses the ball to a child, who shares one thing they enjoyed or did well in the lesson. The ball continues around until everyone has shared. End with deep breaths — in through the nose, out through the mouth — while stretching arms above the head and back down. **PROGRESSION:** Ask children to show their favourite catching pose or movement before the final stretch.

EYFS Link: Communication & Language (speaking and listening), Physical Development (control and breathing), Personal, Social & Emotional Development (confidence and reflection).

# EYFS - Fundamental Movement Skills

## Object Control - Lesson Plan

**Lesson Objective** To be able to bounce and catch a medium / large sized 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:

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

### EDSTART GO

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

### EDSTART SHOW

- I can wait for my turn.
- I can cheer for my group.
- I can try my best in bouncing games.

### Warm Up

**PASS THE POTATO:** Children work in groups of six, standing in a circle. They throw and catch the ball quickly around the circle like a "hot potato." If a child drops the ball, they must run around the outside of the circle and try to beat the ball back to their space before it completes another full round. Encourage fast reactions, teamwork, and focus on gentle, accurate passes. **PROGRESSION:** Add a second ball into the circle to test reaction speed and coordination.

EYFS Link: Physical Development (reaction and coordination), Communication & Language (listening and responding), Personal, Social & Emotional Development (team play and perseverance).

### Main Activity

**CATCH THE CLOUD:** Children throw or bounce their ball into the air and clap once when they think it reaches its highest point before catching. Encourage them to watch the ball's flight carefully to improve timing and awareness of movement. **PROGRESSION:** Add two claps before catching or vary the size/weight of the ball.

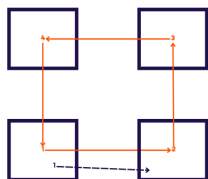
EYFS Link: Physical Development (hand-eye coordination), Understanding the World (predicting and testing movement), Personal, Social & Emotional Development (confidence building).

**BOUNCE AND GRAB:** Children bounce their ball gently on the floor and catch it after one bounce, keeping their eyes focused on the ball. Encourage them to stay balanced and move their hands softly towards the ball as it rises. **PROGRESSION:** Challenge children to use alternate hands for catching or add a small movement before catching (e.g., touch head, knees, then catch).

EYFS Link: Physical Development (catching control and balance), Mathematics (timing and sequencing), Communication & Language (following clear instructions).

**ONE BOUNCE CHALLENGE:** Children work in groups of six, forming a hexagon shape using cones. They bounce the ball to the next person, who must catch it cleanly after one bounce. The aim is to see how many successful bounce-catches they can make before the ball drops or rolls away. **PROGRESSION:** Add a second ball or ask them to bounce the ball higher to test reaction speed.

EYFS Link: Physical Development (coordination and teamwork), Mathematics (counting successful catches), Personal, Social & Emotional Development (cooperation and encouragement).



**AROUND THE BASES:** In groups of five, four children act as fielders standing in marked boxes while one is the runner. The fielders must bounce the ball from box 1 to box 2, then to box 3, box 4, and finally back to box 1 before the runner completes a lap through all the bases. If the runner finishes first, they score a point for their team. **PROGRESSION:** Make the throws longer or introduce underarm throws instead of bounces to increase challenge.

EYFS Link: Physical Development (throwing accuracy and speed), Mathematics (sequencing and counting), Personal, Social & Emotional Development (team cooperation and rule-following).

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Wide spaces first, smaller later.

#### TASK

Start with big balls, then smaller ones.

#### EQUIPMENT

Cones, hoops, beach balls, tennis balls.

#### PEOPLE

Alone first, then groups.

### Cooldown

**BOUNCY BREATHS:** Children sit in a circle with their ball in front of them. Ask them to take slow, deep breaths, gently bouncing the ball once for each breath in and catching it as they breathe out. Discuss what they enjoyed and what they found tricky about the activities. **PROGRESSION:** Ask children to show their favourite bounce and catch move from the session.

EYFS Link: Physical Development (control and calm movement), Communication & Language (verbal reflection), Personal, Social & Emotional Development (confidence and self-awareness).

# EYFS - Fundamental Movement Skills

## Object Control - Lesson Plan

# PLAYING

## EDSTART

**Lesson Objective** To learn the skill of throwing overarm.

**Lesson 4/6**

**Equipment Needed** Tennis balls, bean bags, cones, markers, beach ball.

**Success Criteria** Children can:

- throw a ball under arm with one hand.
- understand their arm action whilst throwing the ball.
- intercept / stop a bean bag whilst in flight.
- develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

### EDSTART KNOW

- I can say how to stand for throwing.
- I can tell how to move my arm overarm.
- I can say what accuracy means.

### EDSTART GO

- I can throw overarm to a partner.
- I can score points by hitting targets.
- I can play small games.

### EDSTART SHOW

- I can share the balls fairly.
- I can clap when friends catch.
- I can play kindly in games.

### Warm Up

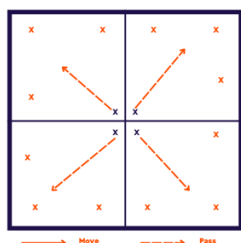
**THE BOUNCE CHALLENGE:** Children work in groups of six, forming a hexagon shape with cones. They bounce the ball around the group, making sure it only bounces once before being caught. The aim is to see how many successful bounce-catches they can make without dropping or letting the ball roll away. Encourage communication and teamwork as they call each other's names before passing. **PROGRESSION:** Add a second ball into play or challenge the group to complete a set number of passes without mistakes.

EYFS Link: Physical Development (coordination, tracking, and control), Communication & Language (listening and responding), Personal, Social & Emotional Development (turn-taking and teamwork).

### Main Activity

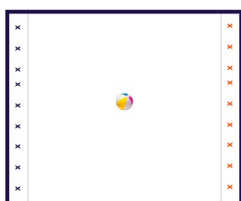
**CATCHING PAIRS:** Children work in pairs and begin standing one metre apart. They practise gentle underarm throws, catching the ball with two hands. Each time both children catch the ball successfully, they take one step back. As the distance increases, they switch from underarm to overarm throws. If they drop the ball, they move back to the starting point. Encourage children to focus on eye contact, soft hands, and steady feet. **PROGRESSION:** Add a time limit – how many successful catches can they complete in one minute?

EYFS Link: Physical Development (fine and gross motor skills, hand-eye coordination), Mathematics (measuring and comparing distance), Personal, Social & Emotional Development (resilience and persistence).



**INCOMING STRIKE:** Divide the hall into quarters and select four children to be the "strikers" in the middle. They must underarm throw the ball into one of the outer zones where their teammates are standing. Catching the ball first time earns 10 points, after one bounce earns 5, and more than one bounce earns 1. Each striker gets three turns before rotating. This develops timing, accuracy, and awareness. **PROGRESSION:** Add movement – allow the outer players to reposition to catch more effectively.

EYFS Link: Physical Development (reaction and aiming accuracy), Mathematics (counting and scoring), Personal, Social & Emotional Development (team collaboration and fairness).



**HIT THE TARGET:** Split the class into two teams, each behind a throwing line. A large beach ball sits on a cone in the middle. Teams aim to knock the beach ball off the cone using tennis balls. Once it's off, they must keep throwing to roll or hit it across the other team's line to win. Only underarm throws are allowed, and children must stay behind their throwing line. **PROGRESSION:** Add more beach balls or reduce the distance to encourage more success for early learners.

EYFS Link: Physical Development (aiming and coordination), Mathematics (estimating distance, scoring), Personal, Social & Emotional Development (sportsmanship and communication).

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Short throws first, longer later.

#### TASK

Start with pairs, then team games.

#### EQUIPMENT

Tennis balls, cones, beach ball.

#### PEOPLE

Work in pairs, then in teams.

### Cooldown

**THE PARKED CARS:** Children sit inside their hoops (cars) and take slow deep breaths. Stretch tall like a car antenna, then curl small like a parked car. Finish with a calm reflection — "What kind of vehicle were you today?"

EYFS Link: Physical Development – Relaxation and stretching; PSSED – Reflection and self-regulation; Communication & Language – Expressing ideas and feelings.

# EYFS - Fundamental Movement Skills

## Object Control - Lesson Plan

**Lesson Objective** To learn how to catch a small piece of equipment using both hands

**Lesson 5/6**

**Equipment Needed** Tennis balls, beanbags, cones, markers, beach ball.

**Success Criteria** Children can:

- follow the flight of the ball and get their hands / body in line with it.
- know when an object is at its highest point and can move their hands towards it.
- develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.

### EDSTART KNOW

- I can say how to watch the ball.
- I can tell when the ball is high.
- I can say how to use my hands to catch.

### EDSTART GO

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

### EDSTART SHOW

- I can smile when my friends try.
- I can clap when others catch.
- I can wait my turn.

### Warm Up

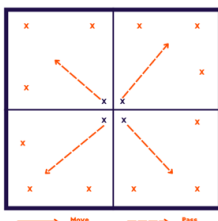
**ICE BALL TAG:** All children have a ball and move around the area, keeping it close to their body. Two or three children are chosen as the 'catchers' and try to tag others. If caught, players freeze still with their feet apart, holding their ball above their head. To unfreeze a friend, another player must roll their ball accurately through the frozen player's legs and scoop it back using two hands. Rotate the catchers every two minutes to keep the game active and inclusive. **PROGRESSION:** Players must bounce or toss their ball gently while moving to increase control and awareness.

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

### Main Activity

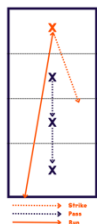
**CATCHING CHALLENGE:** Children work in pairs, standing one metre apart. They practise underarm throws and two-handed catches, keeping their eyes on the ball. Each time they both catch successfully, they take a step backwards to increase the challenge. If they drop the ball, they start again at the first distance. As they move further apart, they switch to overarm throws, developing power and control. **PROGRESSION:** Add a rule that the pair must complete five successful catches before stepping back.

EYFS Link: Physical Development (throwing and catching coordination), Mathematics (measuring distance), Personal, Social & Emotional Development (resilience and encouragement).



**TARGET ZONES:** Divide the hall into four equal quarters and select four 'strikers' to stand in the middle, each facing a different zone. The strikers throw the ball underarm into one of the zones, where teammates attempt to catch it. A clean catch earns 10 points, one bounce earns 5 points, and two or more bounces earn 1 point. Rotate the strikers after three throws each. Encourage accurate throwing and careful catching. **PROGRESSION:** Allow players to move freely within their zone to make catching more dynamic.

EYFS Link: Physical Development (reaction and aiming control), Mathematics (scoring and counting), Personal, Social & Emotional Development (sharing and taking turns).



**BEAT THE BALL CHALLENGE:** Children play in teams of six. The first player (batter) catches the ball from the bowler and throws it overarm into the play area. They must then run to the far line and back while the fielding team works together to pass the ball accurately through three zones marked by cones. If the batter returns before the ball has passed through all zones, they score a point for their team. **PROGRESSION:** Reduce the distance between zones to speed up play, or introduce a bounce throw for extra challenge.

EYFS Link: Physical Development (hand-eye coordination, running, and timing), Mathematics (counting and comparing scores), Personal, Social & Emotional Development (teamwork, communication, and perseverance).

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Close throws first, further away later.

#### TASK

Start with balloons, then beanbags, then balls.

#### EQUIPMENT

Beanbags, tennis balls, buckets, balloons

#### PEOPLE

Pairs first, then groups.

### Cooldown

**ROLL AND RELAX:** Children sit in a circle, each with a ball. They gently roll their ball to a partner across the circle while saying one skill they learned or enjoyed today. Once everyone has shared, guide the group through slow stretches — reaching up high like a tree, bending down to touch their toes, and rolling their shoulders to relax. **PROGRESSION:** Add gentle breathing — inhale as the ball rolls away, exhale as it comes back.

EYFS Link: Physical Development (relaxation and control), Communication & Language (reflecting on learning), Personal, Social & Emotional Development (confidence and sharing feelings).

# EYFS - Fundamental Movement Skills

## Object Control - Lesson Plan

**Lesson Objective** To be able to show increasing control over an object in pushing, patting, throwing, or catching or kicking it. **Lesson 6/6**

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

**Success Criteria** Children can:

- track balls and other equipment, moving in line to collect them.
- throw a ball in a variety of ways, depending on the distance it needs to travel.
- develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.
- show different methods of sending an object towards a partner.

### EDSTART KNOW

- I can say different ways to move a ball.
- I can tell how to send a ball to a partner.
- I can say how to keep control.

### EDSTART GO

- I can roll, throw, catch, and dribble.
- I can use different balls and beanbags.
- I can play small games.

### EDSTART SHOW

- I can be kind if I win or lose.
- I can share equipment with my team.
- I can clap for my friends.

### Warm Up

**DEFEND THE DRIBBLE:** All children begin with a ball at one end of the area and dribble to the opposite side, keeping control of the ball with small touches. A few children act as defenders whose job is to stop dribblers by placing their foot on top of their ball. If caught, players become defenders and help tag others. Encourage teamwork between defenders and careful control from attackers. **PROGRESSION:** Defenders must move side-to-side only, making it trickier for attackers to find space.

EYFS Link: Physical Development (coordination, spatial awareness, and balance), Communication & Language (listening and following rules), Personal, Social & Emotional Development (cooperation and understanding competition).

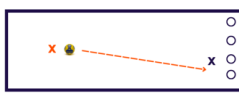
### Main Activity

**PASSING PARTNERS:** Children work in pairs, standing one metre apart. They practise gentle underarm throws and catches, focusing on eye contact, soft hands, and balanced feet. When both catch successfully, they take one step back. If the ball drops, they restart from the closest distance. As they move further apart, they can use overarm throws for power. **PROGRESSION:** Add a time limit — how many successful passes can they make in one minute?

EYFS Link: Physical Development (fine and gross motor control), Mathematics (measuring distance), Personal, Social & Emotional Development (resilience and encouragement).

**ROLL AND RETURN:** Working in pairs, one child rolls the ball underarm to their partner, who kneels with cupped hands ready to scoop and receive. They then stand up and underarm throw the ball back. After ten throws, the children swap roles. **PROGRESSION:** Continue the sequence without stopping — how many smooth exchanges can they complete before dropping the ball?

EYFS Link: Physical Development (hand-eye coordination, reaction), Communication & Language (sequencing and instructions), Personal, Social & Emotional Development (patience and teamwork).



**SINK THE SHIPS:** Children play TVI with four cones marking their "ships" at either end of the area. Players take turns throwing the ball to knock over their opponent's cones. Once a cone is hit, that ship "sinks." Players swap roles after each round. The first to sink all four ships wins. **PROGRESSION:** Use smaller targets or increase throwing distance to add challenge.

EYFS Link: Physical Development (aiming and throwing precision), Mathematics (counting and scoring), Personal, Social & Emotional Development (taking turns and fair play).

**TARGET TOSS:** Children stand behind a throwing line and have three coloured bean bags plus one yellow target bag. The first player throws the yellow bag to set the target. Both players then take turns to throw their coloured bean bags, trying to land as close as possible to the target. Closest bean bag scores the point. **PROGRESSION:** Add uneven surfaces or longer distances for extra challenge.

EYFS Link: Physical Development (aiming, control, and balance), Mathematics (estimating distance, comparing proximity), Personal, Social & Emotional Development (sportsmanship and turn-taking).

### Adapted Learning (Differentiation) (Challenge)

#### SPACE

Big spaces first, smaller later.

#### TASK

Start with one skill, then mix them.

#### EQUIPMENT

Beanbags, tennis balls, hoops, cones.

#### PEOPLE

Alone first, then pairs, then groups.

### Cooldown

**ROLL AND RELAX:** Children sit in a circle with a ball and gently roll it to a friend while saying one skill they practised well today. After each turn, take a deep breath in and out together. Finish with simple stretches — reaching up tall, bending down to touch toes, and shoulder rolls. **PROGRESSION:** Ask children to show their best throwing or catching movement slowly as part of their stretch routine.

EYFS Link: Physical Development (body awareness and relaxation), Communication & Language (reflecting on learning), Personal, Social & Emotional Development (confidence and positive self-expression).