

Lesson Objective To be able to travel in different ways and move safely into space.

Lesson 1/6

Equipment Needed Cones, hoops, beanbags, markers.

Success Criteria Children can:

- move safely around the space.
- travel in different ways.
- stop and start safely.
- balance whilst moving.

EDSTART KNOW

- I can say different ways to move.
- I can tell where the space is.
- I can say why I look around.

EDSTART GO

- I can walk, run, and hop.
- I can move like animals.
- I can balance a beanbag.

EDSTART SHOW

- I can wait my turn.
- I can cheer for others.
- I can use space safely.

Warm Up

SUPERHERO TRAINING: Children move around the play area pretending to train like superheroes. They fly with arms stretched wide, jump over lava, crawl under tunnels, and freeze in strong superhero poses when the coach shouts "Freeze!" Encourage children to move safely into spaces and change speed and direction during movements. **PROGRESSION:** Allow children to create their own superhero movements.

EYFS Link: Physical Development – Coordination, balance, and movement control. Expressive Arts & Design – Imaginative role play. Communication & Language – Listening and following instructions.

Main Activity

JUNGLE JOURNEY: Children travel around the jungle using different movements such as stomping like elephants, swinging like monkeys, slithering like snakes, and hopping like frogs. Encourage children to change levels and directions whilst moving safely around others. **PROGRESSION:** Add jungle obstacles to travel around.

EYFS Link: Physical Development – Gross motor skills and agility. Expressive Arts & Design – Exploring movement creatively. PSED – Confidence and awareness of others.

BEANBAG BALANCE TRAIL: Children balance beanbags on different body parts whilst walking along pathways and around cones. Encourage children to move slowly and stay balanced whilst travelling through the trail. **PROGRESSION:** Add balancing on one foot at different checkpoints.

EYFS Link: Physical Development – Balance and coordination. PSED – Perseverance and focus. Communication & Language – Following instructions.

SPACE EXPLORERS: Children pretend to explore space by moving in slow motion around the play area. They dodge asteroids, jump across moon rocks, and crawl through space tunnels whilst staying balanced and controlled. **PROGRESSION:** Add countdown challenges before movements.

EYFS Link: Physical Development – Agility and movement control. Understanding the World – Exploring imaginative environments. Expressive Arts & Design – Role play through movement.

ROBOT MOVES: Children move like robots using stiff, controlled movements around the hall. The coach calls commands such as tall robot, tiny robot, fast robot, or frozen robot. Encourage children to balance and stop safely during movements. **PROGRESSION:** Add partner robot copying.

EYFS Link: Physical Development – Body control and coordination. Communication & Language – Responding to instructions. PSED – Cooperation and confidence.

Adapted Learning (Differentiation) (Challenge)

SPACE

Large areas first, smaller spaces later.

TASK

Simple travelling before balancing.

EQUIPMENT

Beanbags, cones, hoops.

PEOPLE

Independent work before partners.

Cooldown

SLEEPING STARS: Children lie quietly pretending to be sleeping stars in the night sky. Encourage children to stretch slowly, curl into tiny balls, and take calm deep breaths whilst relaxing after the activities. **PROGRESSION:** Add gentle star twinkling stretches.

EYFS Link: Physical Development – Relaxation and stretching. PSED – Self-regulation and calm focus. Expressive Arts & Design – Imaginative movement.

Lesson Objective To be able to change direction and speed whilst travelling safely.

Lesson 2/6

Equipment Needed Cones, hoops, markers, beanbags.

Success Criteria Children can:

- stop and start safely.
- change direction quickly.
- move at different speeds.
- follow movement instructions.

EDSTART KNOW

- I can say what stop and go mean.
- I can tell how to move safely.
- I can say what fast and slow mean.

EDSTART GO

- I can run and stop.
- I can change direction.
- I can move quickly and slowly.

EDSTART SHOW

- I can follow the rules.
- I can smile when I play.
- I can encourage others.

Warm Up

DRAGON TRAFFIC: Children move around the play area pretending to be dragons flying through the sky. Red means stop, green means fly fast, yellow means slow wings, and blue means jump over mountains. Encourage children to look around and avoid bumping into others whilst travelling. **PROGRESSION:** Add reverse walking or spinning commands.

EYFS Link: Physical Development – Speed, balance, and coordination. Communication & Language – Listening and responding to instructions. Expressive Arts & Design – Imaginative play.

Main Activity

PIRATE ISLANDS: Hoops are spread around the hall as pirate islands. Children move around the ocean until the coach calls "Island!" and they quickly find a safe hoop. Encourage children to change direction quickly and move safely into spaces. **PROGRESSION:** Remove hoops or add balancing challenges.

EYFS Link: Physical Development – Agility and spatial awareness. PSED – Cooperation and turn-taking. Communication & Language – Listening carefully.

MONSTER FOOTSTEPS: Children move around the area using giant monster steps, tiny fairy steps, sideways crab walks, or backwards sneaky steps. Encourage children to explore different speeds and movement styles safely. **PROGRESSION:** Add obstacle cones.

EYFS Link: Physical Development – Coordination and balance. Expressive Arts & Design – Exploring movement creatively. PSED – Confidence and control.

TREASURE SNEAK: Children quietly sneak across the hall to collect treasure whilst the sleeping pirate watches. If the pirate wakes up, children must freeze completely still. Encourage controlled movements and listening skills throughout the activity. **PROGRESSION:** Add sound effects or music that suddenly stops.

EYFS Link: Physical Development – Control and stopping safely. Communication & Language – Listening and reacting. PSED – Patience and perseverance.

COLOUR DASH: Children run carefully to different coloured cones when the coach calls a colour. Encourage quick reactions and safe stopping at each cone. **PROGRESSION:** Add movement styles such as hopping or skipping.

EYFS Link: Physical Development – Speed and coordination. Mathematics – Colour recognition and direction. Communication & Language – Following instructions.

Adapted Learning (Differentiation) (Challenge)

SPACE

Wide spaces first.

TASK

Simple stop and go first.

EQUIPMENT

Cones, hoops, beanbags.

PEOPLE

Independent work before groups.

Cooldown

CLOUD BREATHING: Children sit quietly pretending to float on clouds whilst taking slow deep breaths and stretching their arms gently. **PROGRESSION:** Add different cloud shapes during stretches.

EYFS Link: Physical Development – Relaxation and breathing control. PSED – Emotional regulation and calm focus. Expressive Arts & Design – Imaginative movement.

Lesson Objective To be able to travel using different body parts and movements.

Lesson 3/6

Equipment Needed Hoops, mats, beanbags, cones.

Success Criteria Children can:

- move using different body parts.
- balance carefully.
- crawl, hop, and jump safely.
- travel in different ways.

EDSTART KNOW

- I can say body part names.
- I can tell how to balance.
- I can say why control matters.

EDSTART GO

- I can crawl and jump.
- I can travel in different ways.
- I can balance on different body parts.

EDSTART SHOW

- I can share space safely.
- I can clap for my friends.
- I can play kindly.

Warm Up

UNDERWATER ADVENTURE: Children pretend to swim through the ocean whilst avoiding sharks and seaweed. They crawl like crabs, flap like fish, and stretch tall like seaweed moving in the water. Encourage children to move safely and explore different movement levels. **PROGRESSION:** Add more sea creatures and movement styles.

EYFS Link: Physical Development – Agility and body control. Expressive Arts & Design – Imaginative role play. Communication & Language – Following instructions.

Main Activity

SPOT HUNTERS: Children move around the play area touching coloured spots or cones using different body parts such as hands, elbows, knees, or feet. Encourage children to move quickly whilst staying balanced and controlled. **PROGRESSION:** Add partner mirror challenges.

EYFS Link: Physical Development – Coordination and body awareness. Mathematics – Colour recognition. PSED – Cooperation and sharing space.

BEAR CAVE CRAWL: Children crawl through tunnels, hoops, and spaces pretending to explore bear caves. Encourage children to use different body parts and stay low and controlled whilst travelling. **PROGRESSION:** Add obstacles to climb over.

EYFS Link: Physical Development – Strength and coordination. Understanding the World – Exploring imaginative environments. PSED – Confidence and perseverance.

MINI BEAST MOVES: Children travel around the hall like different mini beasts such as caterpillars, spiders, worms, and butterflies. Encourage children to use small and large body parts whilst moving creatively. **PROGRESSION:** Allow children to invent their own mini beast movements.

EYFS Link: Physical Development – Gross motor skills and coordination. Expressive Arts & Design – Creative movement. Communication & Language – Vocabulary development.

SPACE ROCK HOP: Children jump between hoops pretending they are space rocks floating through space. Encourage children to land safely with bent knees and balance after each jump. **PROGRESSION:** Increase the gaps between hoops.

EYFS Link: Physical Development – Jumping and balance. PSED – Confidence and perseverance. Understanding the World – Exploring space themes.

Adapted Learning (Differentiation) (Challenge)

SPACE

Large spaces first.

TASK

Simple movements before obstacle trails.

EQUIPMENT

Mats, hoops, beanbags.

PEOPLE

Independent work before pairs.

Cooldown

OCEAN RELAXATION: Children lie quietly pretending to float on calm ocean waves whilst stretching slowly and breathing deeply. **PROGRESSION:** Add gentle sea creature stretches.

EYFS Link: Physical Development – Relaxation and flexibility. PSED – Calm reflection and self-regulation. Expressive Arts & Design – Imaginative movement.

Lesson Objective To be able to create different body shapes whilst balancing.

Lesson 4/6

Equipment Needed Beanbags, hoops, mats, cones.

Success Criteria Children can:

- make tall, wide, and curled shapes.
- balance with control.
- hold still balances.
- move safely around others.

EDSTART KNOW

- I can say tall, wide, and curled.
- I can tell why balance matters.
- I can say how to stay still.

EDSTART GO

- I can make body shapes.
- I can balance a beanbag.
- I can freeze safely.

EDSTART SHOW

- I can try my best.
- I can cheer for others.
- I can play fairly.

Warm Up

MAGIC SHAPES: Children move around the hall whilst the coach calls different magical shape commands such as tall wizard, tiny elf, giant dragon, or curled sleeping cat. Encourage children to freeze in strong shapes with control. **PROGRESSION:** Add balancing a beanbag during shapes.

EYFS Link: Physical Development – Balance and body control. Expressive Arts & Design – Creative movement. Communication & Language – Listening and responding.

Main Activity

SHAPE STATIONS: Children travel around different stations creating wide, thin, tall, and curled shapes using their bodies whilst balancing carefully and moving slowly between each shape station around the play area. Encourage children to hold balances with control and stay still before travelling safely to the next station. **PROGRESSION:** Add moving between shapes without wobbling or touching the floor with extra body parts.

EYFS Link: Physical Development – Coordination and flexibility. PSED – Concentration and perseverance. Expressive Arts & Design – Exploring shape.

BEANBAG PATHWAYS: Children walk along different pathways balancing beanbags on various body parts whilst moving carefully around cones and simple obstacles throughout the challenge area. Encourage children to move slowly, stay balanced, and keep control of the beanbag during the activity. **PROGRESSION:** Add narrow pathways or one-foot balances whilst travelling between obstacle sections safely.

EYFS Link: Physical Development – Balance and coordination. Communication & Language – Following instructions. PSED – Confidence and resilience.

FROZEN STATUES: Children dance and move around the hall using different actions before freezing in creative body shapes when the music suddenly stops during the activity. Encourage children to hold strong still balances and explore different tall, curled, and wide shapes confidently. **PROGRESSION:** Add partner statue balances where children freeze together whilst staying controlled and balanced.

EYFS Link: Physical Development – Body control and stability. Expressive Arts & Design – Music and movement. PSED – Confidence and self-expression.

CIRCUS BALANCE SCHOOL: Children pretend to be circus performers balancing carefully whilst travelling around the circus ring using tiptoes, beanbags, and controlled movements around cones and markers. Encourage children to move slowly, stay balanced, and perform confidently during the circus challenge. **PROGRESSION:** Add balancing on benches or lines whilst carrying beanbags around the circus ring.

EYFS Link: Physical Development – Core strength and balance. Expressive Arts & Design – Role play and performance. PSED – Confidence and perseverance.

Adapted Learning (Differentiation) (Challenge)

SPACE

Large areas first.

TASK

Easy shapes before harder balances.

EQUIPMENT

Beanbags, hoops, cones.

PEOPLE

Independent work before partner balances.

Cooldown

TEDDY BEAR STRETCH: Children sit quietly pretending to stretch sleepy teddy bears. Encourage children to curl small, stretch tall, and breathe slowly whilst relaxing after the activities. **PROGRESSION:** Add gentle rocking movements.

EYFS Link: Physical Development – Relaxation and stretching. PSED – Emotional regulation and calm focus. Expressive Arts & Design – Imaginative movement.

Lesson Objective To be able to jump and land safely with control.

Lesson 5/6

Equipment Needed hoops

Success Criteria Children can:

- jump with two feet.
- land safely.
- hop and leap.
- balance after landing.

EDSTART KNOW

- I can say what a jump is.
- I can tell how to bend my knees.
- I can say why I land carefully.

EDSTART GO

- I can jump and hop.
- I can land on two feet.
- I can leap over objects.

EDSTART SHOW

- I can take turns.
- I can clap for others.
- I can celebrate my team.

Warm Up

LAVA LEAPS: Children jump between hoops pretending the floor is hot lava. Encourage children to bend knees, use arms, and land safely after each jump. **PROGRESSION:** Increase gaps between hoops.

EYFS Link: Physical Development – Jumping and balance. PSED – Confidence and perseverance. Communication & Language – Listening and responding.

Main Activity

ROCKET JUMPS: Children pretend to blast off like rockets using different jumps such as star jumps, tuck jumps, and long jumps around the launch area. Encourage children to land softly, bend their knees safely, and balance carefully after each rocket jump. **PROGRESSION:** Add countdown launches before jumping and balancing safely after each landing.

EYFS Link: Physical Development – Coordination and power. Expressive Arts & Design – Imaginative movement. PSED – Confidence.

PUDDLE SPLASH: Children jump over pretend puddles marked with cones or ropes around the play area whilst travelling carefully between different jumping spaces. Encourage safe take offs, strong arm movements, and soft balanced landings throughout the activity. **PROGRESSION:** Make puddles wider or add double jumping challenges between puddles safely.

EYFS Link: Physical Development – Agility and landing control. Understanding the World – Exploring imaginative play. Communication & Language – Following instructions.

JUNGLE SWING: Children leap between hoops pretending to swing through the jungle like monkeys travelling carefully across branches and stepping spaces around the area. Encourage children to balance after landing and move safely between hoops using controlled jumping movements. **PROGRESSION:** Add different jumping patterns whilst balancing carefully after every jungle leap.

EYFS Link: Physical Development – Jumping and coordination. Expressive Arts & Design – Creative movement. PSED – Confidence and perseverance.

OCEAN WAVES: Children jump over ropes pretending they are ocean waves moving across the beach during a windy seaside adventure around the play area. Encourage children to use two feet, jump safely, and stay balanced after each wave jump. **PROGRESSION:** Add bigger waves or hopping challenges whilst maintaining safe controlled landings throughout.

EYFS Link: Physical Development – Balance and agility. Communication & Language – Listening to instructions. Expressive Arts & Design – Imaginative movement.

Adapted Learning (Differentiation) (Challenge)

SPACE

Small jumps before larger jumps.

TASK

Simple jumps before sequences.

EQUIPMENT

Hoops, ropes, spots.

PEOPLE

Pairs before small groups.

Cooldown

BEACH STRETCH: Children sit quietly pretending to relax on the beach whilst stretching slowly, reaching up tall, and taking deep calming breaths after the activities. Encourage children to relax their bodies and move gently whilst cooling down safely together. **PROGRESSION:** Add sea creature stretches such as starfish, crabs, or turtles during the cooldown activity.

EYFS Link: Physical Development – Flexibility and relaxation. PSED – Calm reflection and self-regulation. Expressive Arts & Design – Imaginative movement.

Lesson Objective To be able to balance safely using different body parts.

Lesson 6/6

Equipment Needed Ropes, mats, beanbags, spot markers.

Success Criteria Children can:

- jbalance on one foot.
- freeze safely.
- move with control.
- use different body parts.

EDSTART KNOW

- I can say what balance means.
- I can tell how to stay still.
- I can say which body parts I use.

EDSTART GO

- I can balance on one foot.
- I can freeze safely.
- I can step across spaces.

EDSTART SHOW

- I can play kindly.
- I can clap for my friends.
- I can finish calmly.

Warm Up

FREEZE FACTORY: Children move around the play area pretending to be toys in a toy factory. When the coach presses the freeze button, children must stop and balance in different shapes. PROGRESSION: Add balancing on one foot or with a beanbag.

EYFS Link: Physical Development – Stability and coordination. Communication & Language – Listening and responding to instructions. Expressive Arts & Design – Imaginative play

Main Activity

BALANCE MASTERS: Children copy and create different balances such as star, tuck, stretch, and tree poses whilst staying still and controlled around the play area. Encourage children to hold balances carefully, focus on control, and keep their bodies steady throughout the activity. PROGRESSION: Hold balances for longer whilst staying controlled and keeping bodies completely still.

EYFS Link: Physical Development – Core strength and balance. PSED – Confidence and concentration. Expressive Arts & Design – Exploring movement creatively.

BODY COUNT: Children move around the hall and balance using the number of body parts called by the coach during different balancing challenges and movements. Encourage children to think creatively, listen carefully, and stay balanced and controlled throughout the activity. PROGRESSION: Add beanbags during balances to increase focus, balance, and body control challenges.

EYFS Link: Physical Development – Strength and coordination. Mathematics – Counting body parts. Communication & Language – Listening to instructions.

CROSS THE RIVER: Children step across spot markers pretending they are crossing a river carefully without falling into the water below during the adventure challenge. Encourage careful stepping, strong balances, and safe travelling across the river pathway using controlled movements. PROGRESSION: Move stepping stones further apart to encourage longer balanced stepping movements safely.

EYFS Link: Physical Development – Balance and spatial awareness. PSED – Confidence and perseverance. Understanding the World – Problem solving through movement.

TIGHTROPE WALKERS: Children walk carefully along lines or ropes pretending to be circus tightrope walkers performing slowly and carefully in front of a crowd. Encourage children to stretch their arms wide, stay balanced, and move slowly with control throughout the challenge. PROGRESSION: Add beanbag balances whilst walking carefully along the tightrope pathway with control.

EYFS Link: Physical Development – Balance and coordination. Expressive Arts & Design – Role play and performance. PSED – Confidence and resilience.

Adapted Learning (Differentiation) (Challenge)

SPACE

Close stepping stones first.

TASK

Short balances before longer balances.

EQUIPMENT

Ropes, mats, beanbags.

PEOPLE

Independent work before small groups.

Cooldown

STILL FOREST: Children lie quietly pretending to rest in a calm forest. Encourage children to stretch slowly like trees blowing in the wind before curling up like sleeping hedgehogs. PROGRESSION: Add deep breathing whilst counting slowly.

EYFS Link: Physical Development – Relaxation and flexibility. PSED – Emotional regulation and calm reflection. Expressive Arts & Design – Imaginative movement.