

Lesson Objective To be able to move safely using stop, go, and direction commands during simple games. **Lesson 1/6**

Equipment Needed Cones, spot markers, beanbags, hoops, soft balls, coloured cones.

Success Criteria Children can:

- move safely around a space.
- stop and start using simple commands.
- find space away from others.
- follow simple game rules.

EDSTART KNOW

- I can say stop and go.
- I can tell the colours.
- I can say where the space is.

EDSTART GO

- I can walk and run safely.
- I can stop my body quickly.
- I can move in different directions.

EDSTART SHOW

- I can listen to the coach.
- I can share space.
- I can cheer for my friends.

Warm Up

COLOUR CARS: Children pretend to drive around the play area like cars on busy roads. When the coach holds up a coloured cone, children complete the matching movement command. Red means stop completely, Green means drive fast, Yellow means move slowly and carefully, and Blue means perform a big jump before continuing. Encourage children to keep their heads up, avoid other drivers, and stay safely in space. **PROGRESSION:** Add "reverse" where children carefully walk backwards slowly while checking around them.

EYFS Link: Physical Development – Moving safely and changing speed; Communication & Language – Listening to instructions.

Main Activity

ANIMAL ROADS: Children travel carefully along coloured lines around the play area pretending to move like different animals. They hop like frogs, stomp heavily like elephants, crawl slowly like bears, and tiptoe quietly like tiny mice. Encourage children to use big movements, balance carefully, and stay on the lines whilst moving safely around others. Children can also make animal sounds to bring the activity to life and build confidence during movement. **PROGRESSION:** Add traffic lights for stopping and starting during the animal movements.

EYFS Link: Physical Development – Balance, coordination, and movement skills. Communication & Language – Listening and responding to instructions. Expressive Arts & Design – Using imagination through animal movements. PSED – Confidence and awareness of others.

SPACE FINDERS: Hoops are spread around the play area to act as safe "homes" for the children. Children move freely around the room using different movements such as walking, jogging, skipping, hopping, or tiptoeing whilst keeping their heads up and avoiding others. When the coach shouts "Home!", children must quickly find an empty hoop and stand inside safely without bumping into anyone. Encourage children to look carefully for spaces, react quickly to instructions, and balance inside the hoop once they arrive. **PROGRESSION:** Remove some hoops to encourage greater awareness of space, quicker decision making, and sharing safely with others if needed

EYFS Link: Physical Development – Spatial awareness, balance, and coordination. PSED – Sharing space and taking turns. Communication & Language – Listening and responding to instructions. Mathematics – Recognising space and position.

FOLLOW THE LEADER: Children follow the coach carefully around the play area, copying different movements and actions demonstrated throughout the activity. Movements can include marching with high knees, jumping over imaginary puddles, skipping into spaces, balancing on one foot, tiptoeing quietly, or stretching up tall. Encourage children to keep their eyes on the leader, listen carefully to instructions, and move safely whilst staying aware of others around them. Children should explore moving at different speeds and levels to develop coordination, balance, and confidence. **PROGRESSION:** Allow children to take turns becoming the leader and choose movements for the group to copy.

EYFS Link: Physical Development – Balance, coordination, and movement control. PSED – Confidence and taking turns. Communication & Language – Listening and following instructions. Expressive Arts & Design – Exploring movement in different ways.

Adapted Learning (Differentiation) (Challenge)

SPACE

Large open space first, smaller spaces later.

TASK

Walking first, then running and changing direction.

EQUIPMENT

Yoga cards, mats, music.

PEOPLE

Independent work first, then partner activities.

Cooldown

SLEEPY STARS: Children lie down quietly on the floor pretending to be sleepy stars resting in the night sky. Encourage them to stretch their arms and legs out as wide as possible like shining stars, before slowly curling their bodies into a tiny ball like a sleeping moon. Children then gently repeat the movements while relaxing their muscles and slowing their breathing after the activities. Encourage calm, quiet movements and soft breathing to help children settle and relax their bodies. **PROGRESSION:** Add deep breathing while slowly counting to five together between each stretch.

EYFS Link: Physical Development – Relaxation, stretching, and body awareness. PSED – Managing feelings and calming after activity. Communication & Language – Listening and following instructions. Understanding the World – Noticing how the body feels after exercise.

Lesson Objective To be able to move safely whilst carrying and using simple equipment.

Lesson 2/6

Equipment Needed Beanbags, hoops, cones, sponge balls, spot markers.

Success Criteria Children can:

- carry equipment safely.
- move with control.
- change direction safely.
- follow simple instructions.

EDSTART KNOW

- I can say how to carry equipment safely.
- I can tell where to move.
- I can say why we must look up.

EDSTART GO

- I can carry a beanbag.
- I can balance equipment.
- I can move around safely.

EDSTART SHOW

- I can take turns.
- I can share equipment.
- I can clap for my friends.

Warm Up

MAGIC DELIVERY: Children carry beanbags carefully around the play area pretending to deliver magical parcels to different houses. As they move, the coach calls out different instructions such as fast delivery, slow delivery, tiny steps, or giant steps to encourage children to change how they travel. Encourage children to keep control of their beanbag whilst moving safely around others and looking for space. Children should explore moving at different speeds and using different sized movements whilst keeping balance and coordination. **PROGRESSION:** Balance beanbags on different body parts such as heads, shoulders, hands, or knees whilst travelling.

EYFS Link: Physical Development – Coordination, balance, and movement control. Communication & Language – Listening and responding to instructions. PSED – Confidence and awareness of others. Mathematics – Exploring speed, size, and space through

Main Activity

HOOP ISLANDS: Children jump carefully between hoops pretending the floor is deep water or lava. Encourage children to bend their knees, balance when landing, and use their arms to help control their movements. Children should move safely around the area whilst looking ahead for the next hoop and avoiding others. Different types of jumps can be explored, including two feet together, hopping on one foot, or big jumps across wider spaces. **PROGRESSION:** Increase the gaps between hoops to encourage bigger jumps and greater balance control.

EYFS Link: Physical Development – Jumping, landing, balance, and coordination. PSED – Confidence and perseverance. Communication & Language – Listening and following instructions. Understanding the World – Exploring space and movement safely.

CLEAN UP THE GARDEN: Beanbags are scattered across the play area for children to collect and sort into matching coloured buckets. Children move around safely whilst searching for the correct colours, bending, reaching, and carrying the beanbags carefully back to the matching target. Encourage children to keep their heads up, avoid others, and move using different actions such as walking, jogging, hopping, or tiptoeing. Children should work on recognising colours whilst developing coordination and movement skills throughout the activity. **PROGRESSION:** Add movement challenges before collecting, such as jumping, balancing, spinning, or crawling to the beanbags.

EYFS Link: Mathematics – Sorting and recognising colours. Physical Development – Agility, coordination, and balance. Communication & Language – Listening and following instructions. PSED – Confidence and sharing space with others.

ROCKET RELAY: Children take turns travelling to a cone whilst carefully carrying a beanbag before returning back to their team. Encourage children to move safely, keep control of the beanbag, and wait patiently for their turn before starting. Children should focus on balancing the beanbag whilst walking, jogging, or moving in different ways around the space. Team members can cheer each other on to help build confidence and enjoyment throughout the relay activity. **PROGRESSION:** Hop, jump, or balance during the relay to increase challenge and movement variety.

EYFS Link: PSED – Teamwork, encouragement, and taking turns. Physical Development – Balance, coordination, and movement control. Communication & Language – Listening and responding to instructions. Mathematics – Understanding direction and space.

Adapted Learning (Differentiation) (Challenge)

SPACE

Wide spaces for movement.

TASK

Walk first, then run and balance.

EQUIPMENT

Change equipment

PEOPLE

Alone first, then small groups.

Cooldown

FLOATING FEATHERS: Children move slowly and gently around the play area pretending to float through the air like soft feathers. Encourage children to use calm movements, stretch their arms wide, and move carefully through spaces whilst slowing their breathing. After moving, children sit quietly and take deep breaths together to help their bodies relax and recover after the activities. Children should focus on staying calm, balanced, and controlled throughout the cooldown. **PROGRESSION:** Add different stretching shapes such as tall, wide, curled, or twisted body positions.

EYFS Link: Physical Development – Relaxation, stretching, and body control. PSED – Self-regulation and calming after activity. Communication & Language – Listening and following instructions. Expressive Arts & Design – Exploring movement and shape

Lesson Objective To be able to move with a ball using feet and hands.

Lesson 3/6

Equipment Needed Soft footballs, cones, hoops, markers.

Success Criteria Children can:

- move with a ball safely.
- stop a ball using hands or feet.
- keep the ball close.
- follow game rules.

EDSTART KNOW

- I can say how to stop the ball.
- I can tell why I keep the ball close.
- I can say where the space is.

EDSTART GO

- I can roll a ball.
- I can kick gently.
- I can stop the ball.

EDSTART SHOW

- I can wait my turn.
- I can listen carefully.
- I can smile when others try.

Warm Up

BALL EXPLORERS: Children move freely around the play area exploring different ways to control and move with a ball. They can use their feet to gently dribble, their hands to carry or bounce, or roll the ball carefully along the floor whilst avoiding others and finding space. Encourage children to keep the ball close, look where they are moving, and stay in control throughout the activity. Children should experiment with moving at different speeds and changing direction safely whilst developing confidence with the ball. **PROGRESSION:** Add stop commands where children must quickly stop themselves and the ball under control.

EYFS Link: Physical Development – Ball control, coordination, and movement skills. Communication & Language – Listening and responding to instructions. PSED – Confidence and awareness of others. Understanding the World – Exploring movement and space safely.

Main Activity

ROLL THE RIVER: Children roll balls carefully along the floor and aim to send them through cone gates placed around the play area. Encourage children to use gentle pushes, watch where the ball travels, and stay balanced whilst collecting their ball and trying again. Children should focus on controlling the speed and direction of the ball whilst moving safely around others. **PROGRESSION:** Make the cone gates smaller to encourage greater accuracy and control.

EYFS Link: Physical Development – Control, coordination, and aiming skills. Mathematics – Exploring direction and space. Communication & Language – Listening and following instructions. PSED – Confidence and perseverance.

STOP THE METEOR: Children gently kick or roll their ball around the play area before stopping it quickly before it “escapes.” Encourage children to keep their eyes on the ball, move safely into space, and use controlled movements to stop the ball under control. Children can explore different ways of stopping the ball whilst improving coordination and reaction speed. **PROGRESSION:** Use different body parts such as feet, hands, knees, or elbows to stop the ball.

EYFS Link: Physical Development – Reaction, coordination, and movement control. Communication & Language – Responding to instructions. PSED – Confidence and focus. Understanding the World – Exploring movement and speed.

BALL HOUSES: Hoops are spread around the area as “ball houses.” Children dribble or roll their ball around the play area and move it into the correct coloured hoop when the coach calls a colour. Encourage children to keep their ball close, move safely around others, and listen carefully to instructions. Children should explore changing direction and speed whilst controlling the ball. **PROGRESSION:** Add more hoops and different movement directions such as backwards, sideways, or zig-zag movements.

EYFS Link: Physical Development – Ball control and coordination. Communication & Language – Listening and responding to instructions. Mathematics – Colour recognition and spatial awareness. PSED – Awareness of others and confidence.

SPACE FOOTBALL: Children move freely around the play area with a ball, practising keeping it close whilst avoiding other players and finding open spaces. Encourage children to keep their heads up, change direction safely, and move at different speeds whilst staying in control of the ball. Children should focus on awareness of space and avoiding collisions with others during movement. **PROGRESSION:** Add defenders who try to gently block or intercept the balls.

EYFS Link: Physical Development – Agility, coordination, and ball control. PSED – Confidence and safe play with others. Communication & Language – Listening to instructions and game rules. Understanding the World – Exploring space and movement safely.

Adapted Learning (Differentiation) (Challenge)

SPACE

Large areas first.

TASK

Rolling first, then kicking.

EQUIPMENT

Change equipment

PEOPLE

Individual activities before partner work.

Cooldown

RAINBOW STRETCHES: Children stretch their bodies up tall to create giant rainbow shapes before slowly bending side to side like the rainbow is moving across the sky. Encourage children to move slowly and carefully whilst reaching their arms wide and keeping balanced during each stretch. Children should focus on relaxing their muscles and calming their breathing after the activities. **PROGRESSION:** Add simple breathing patterns by breathing in during stretches and breathing out slowly when bending.

EYFS Link: Physical Development – Flexibility, stretching, and relaxation. PSED – Calming and self-regulation. Communication & Language – Listening and following instructions. Expressive Arts & Design – Exploring shape and movement creatively

Lesson Objective To be able to dodge, change direction, and move into space.

Lesson 4/6

Equipment Needed Cones, bibs, beanbags, soft balls, hoops.

Success Criteria Children can:

- dodge others safely.
- change direction quickly.
- move into space.
- follow game rules.

EDSTART KNOW

- I can say what dodge means.
- I can tell why space is important.
- I can say how to move safely.

EDSTART GO

- I can run and dodge.
- I can move quickly.
- I can change direction.

EDSTART SHOW

- I can play fairly.
- I can listen to instructions.
- I can help my friends.

Warm Up

FOXES AND RABBITS: One child is chosen to be the fox whilst the other children are rabbits moving safely around the play area. The rabbits must run, hop, and dodge around the space whilst trying to avoid being tagged by the fox. Encourage children to keep looking for space, change direction quickly, and move safely around others without bumping into anyone. Once tagged, children can freeze like statues or join the fox team depending on the game rules. **PROGRESSION:** Add more foxes to increase the challenge and encourage quicker reactions and movement decisions.

EYFS Link: Physical Development – Agility, coordination, and reaction skills. PSED – Confidence and playing fairly with others. Communication & Language – Listening and responding to instructions. Understanding the World – Awareness of space and movement.

Main Activity

RUN THE GATES: Children run, jog, or skip through coloured cone gates placed around the play area whilst avoiding others and staying in control of their movements. Encourage children to keep their heads up, look for open spaces, and move safely between the gates without bumping into anyone. Different movement patterns can be used to help children explore speed, direction, and balance whilst travelling around the area. **PROGRESSION:** Narrow the cone gates to encourage greater control, awareness, and accuracy when moving through spaces.

EYFS Link: Physical Development – Spatial awareness, coordination, and movement control. Communication & Language – Listening and following instructions. PSED – Confidence and awareness of others. Mathematics – Exploring space and direction.

MONSTER CHASE: One or two children become the “monsters” whilst the rest of the group move around the play area trying to avoid being tagged. Children should change direction quickly, move into open spaces, and react safely to avoid the monsters. Encourage children to use different movements such as running, hopping, or sidestepping whilst staying balanced and controlled during the chase game. **PROGRESSION:** Add safe zones where children can rest for a few seconds before rejoining the game.

EYFS Link: Physical Development – Speed, agility, balance, and coordination. PSED – Confidence and playing fairly. Communication & Language – Listening and responding to instructions. Understanding the World – Awareness of space and movement.

SECRET TUNNELS: Cone tunnels are set up around the play area for children to travel through whilst avoiding defenders standing nearby. Children can crawl, walk, or move carefully through the tunnels whilst keeping aware of others and finding safe spaces to escape. Encourage children to move with control, change direction when needed, and build confidence whilst travelling through the obstacles. **PROGRESSION:** Add balls or beanbags for children to carry whilst moving through the tunnels.

EYFS Link: Physical Development – Coordination, balance, and movement control. PSED – Confidence and resilience. Communication & Language – Listening and following instructions. Understanding the World – Exploring movement and space safely.

Adapted Learning (Differentiation) (Challenge)

SPACE

Large zones first.

TASK

Simple dodging before defenders.

EQUIPMENT

Change equipment

PEOPLE

Pairs before groups.

Cooldown

FOREST WALK: Children slowly and quietly walk around the play area pretending to explore a peaceful forest. As they travel, they stretch up tall to reach the tops of trees, bend low to move under branches, and carefully step over imaginary logs and rocks. Encourage children to move calmly, balance carefully, and take slow deep breaths whilst exploring the space around them. Children should focus on relaxing their bodies and slowing down after the activities. **PROGRESSION:** Add different animal stretches such as curling like hedgehogs, stretching like cats, or flapping like birds.

EYFS Link: Physical Development – Relaxation, stretching, balance, and body awareness. PSED – Calming and self-regulation. Communication & Language – Listening and following instructions. Expressive Arts & Design – Using imagination through movement.

Lesson Objective To be able to roll, throw, catch, and aim using simple equipment.

Lesson 5/6

Equipment Needed Beanbags, tennis balls, buckets, hoops, cones.

Success Criteria Children can:

- roll and throw safely.
- catch with two hands.
- aim towards targets.
- take turns.

EDSTART KNOW

- I can say how to throw safely.
- I can tell where to aim.
- I can say how to catch.

EDSTART GO

- I can roll a ball.
- I can throw gently.
- I can catch with two hands.

EDSTART SHOW

- I can cheer for my friends.
- I can wait my turn.
- I can try my best.

Warm Up

SKY THROWERS: Children gently throw beanbags up into the air before catching them with two hands. Encourage children to keep their eyes on the beanbag, use soft hands when catching, and stay balanced whilst moving safely around the space. **PROGRESSION:** Clap once before catching the beanbag.

EYFS Link: Physical Development – Hand-eye coordination and catching skills. Communication & Language – Listening and following instructions. PSED – Confidence and perseverance.

Main Activity

TARGET ROLLERS: Children roll balls carefully towards hoops and buckets placed around the play area. Encourage children to aim carefully, control the speed of the ball, and try different distances. **PROGRESSION:** Move targets further away to increase challenge.

EYFS Link: Physical Development – Aiming, control, and coordination. Mathematics – Exploring distance and space. PSED – Confidence and focus.

FEED THE MONSTER: Children throw beanbags into a large “monster” bucket and try to feed the hungry monster. Encourage children to use gentle throws and aim carefully at the target. **PROGRESSION:** Use smaller targets to increase accuracy.

EYFS Link: Physical Development – Throwing and accuracy skills. PSED – Confidence and perseverance. Communication & Language – Listening to instructions.

PARTNER CATCH: Children work with a partner rolling, throwing, and catching equipment between each other. Encourage children to use two hands when catching and take turns carefully throughout the activity. **PROGRESSION:** Increase the distance between partners.

EYFS Link: Physical Development – Coordination and catching skills. PSED – Cooperation and turn-taking. Communication & Language – Working with others.

TREASURE TOSS: Children throw beanbags and balls into coloured zones worth different points. Encourage children to aim carefully and count how many points they score during the activity. **PROGRESSION:** Add bouncing throws before reaching the target.

EYFS Link: Mathematics – Counting and comparing scores. Physical Development – Throwing and aiming skills. PSED – Confidence and perseverance.

Adapted Learning (Differentiation) (Challenge)

SPACE

Close targets first.

TASK

Rolling before throwing.

EQUIPMENT

Change equipment.

PEOPLE

Pairs then groups.

Cooldown

CLOUD WATCHERS: Children lie quietly on the floor pretending to watch clouds floating slowly across the sky. Encourage children to stretch their arms and legs gently, relax their muscles, and move slowly whilst taking calm deep breaths. Children should focus on slowing their bodies down and relaxing after the activities. **PROGRESSION:** Add simple breathing counts whilst stretching and relaxing.

EYFS Link: Physical Development – Relaxation, stretching, and body awareness. PSED – Mindfulness and self-regulation. Communication & Language – Listening and following instructions. Understanding the World – Noticing how the body feels after exercise.

Lesson Objective To be able to play simple games using the skills learnt.

Lesson 6/6

Equipment Needed Cones, hoops, beanbags, footballs, buckets, bibs.

Success Criteria Children can:

- play simple games.
- follow rules.
- move safely in teams.
- use skills learnt during lessons.

EDSTART KNOW

- I can say the rules.
- I can tell how to score.
- I can remember the skills.

EDSTART GO

- I can run and dodge.
- I can throw and catch.
- I can move into space.

EDSTART SHOW

- I can play fairly.
- I can celebrate others.
- I can work with my team.

Warm Up

FREEZE FRIENDS: Children move around the play area with a ball whilst avoiding the catchers. If tagged, children freeze with their legs apart until a friend rolls a ball through their legs to free them. Encourage children to move safely, keep control of their ball, and help others during the game. **PROGRESSION:** Add hopping or balancing movements whilst travelling with the ball.

EYFS Link: Physical Development – Coordination and ball control. PSED – Teamwork and helping others. Communication & Language – Listening and responding to instructions.

Main Activity

HOOP GOLF: Children aim beanbags or balls into hoops placed around the play area. Encourage children to aim carefully and count how many attempts it takes to score. **PROGRESSION:** Use smaller hoops or move them further away.

EYFS Link: Physical Development – Accuracy and aiming skills. Mathematics – Counting and comparing scores. PSED – Confidence and perseverance.

KNOCK THE CASTLE: Children roll balls towards cone castles to knock them over. Encourage children to use controlled movements and aim carefully at the targets. **PROGRESSION:** Increase the distance between the children and the castles.

EYFS Link: Physical Development – Hand-eye coordination and control. Mathematics – Counting knocked cones. Communication & Language – Following instructions.

ESCAPE RUN: Children run through different zones whilst avoiding defenders and finding safe spaces. Encourage children to change direction quickly and stay aware of others whilst moving safely. **PROGRESSION:** Add balls or beanbags for children to carry during the activity.

EYFS Link: Physical Development – Agility, balance, and awareness of space. PSED – Confidence and resilience. Communication & Language – Listening to game rules.

TEAM TREASURE HUNT: Children work together in teams to collect treasure from around the play area and return it safely to their home base. Encourage teamwork, sharing, and moving carefully around others whilst collecting equipment. **PROGRESSION:** Add obstacles, jumping spots, or balancing movements during the hunt.

EYFS Link: PSED – Teamwork, sharing, and cooperation. Physical Development – Movement and coordination. Communication & Language – Working and communicating with others.

Adapted Learning (Differentiation) (Challenge)

SPACE

Large areas first.

TASK

One game at a time before rotations.

EQUIPMENT

Different sized cones, balls, beanbags.

PEOPLE

Pairs before groups.

Cooldown

THE SLOW TRAIN: Children move slowly around the play area pretending to be a gentle train travelling to different stretching stations. Each time the train stops, children complete a simple stretch such as reaching tall, bending low, or stretching side to side. Encourage children to move calmly, balance carefully, and relax their bodies whilst slowing their breathing after the activities. **PROGRESSION:** Allow children to take turns leading the stretches for the group.

EYFS Link: Physical Development – Flexibility, stretching, and balance. PSED – Reflection and calming after activity. Communication & Language – Listening and following instructions. Expressive Arts & Design – Exploring movement creatively.