

LESSON PLAN: **COORDINATION:** EYFS: ACTIVITY 1

LEARNING OBJECTIVE: To explore using hands and sports equipment.

WARM UP (5 MINS)

Find My Body: In a space place hoops, spots and cones randomly. Pupils have to move about avoiding others. The teacher has to call out body parts and the pupils have to run to a hoop, spot or cone and place that body part on or in it. For example:

'Elbow on spot, toe in hoop, knee on cone, stomach in hoop etc...'

Develop: Allow pupils to carry a ball at all times.

ACTIVITY (10 MINS)

Move The Treasure: Use the same space as above, each pupil starts with a piece of treasure (ball, quoit, bean bag) they have to run and place it on a spot/cone or in a hoop. They then have to go and find a different piece of treasure and do the same. Only one piece of treasure can be moved at once.

Develop: in 30 seconds can they count and see how many pieces of treasure they moved.

See if pupils can pass the treasure round their back when moving with it, can they balance it on their heads?

DIFFERENTIATION

LESS ABLE

- Use a larger space to move in.
- The pupil can follow a more able pupil.

MORE ABLE

- Use a smaller space to move in.
- Carry two pieces of equipment.

EQUIPMENT

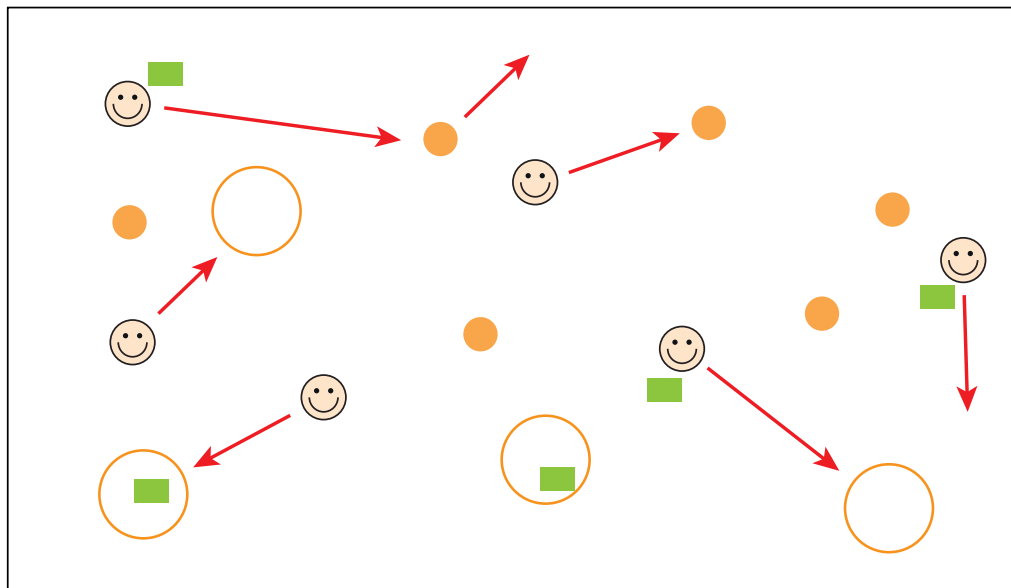
- Spots
- Cones
- Hoops
- Balls
- Bean bags

KEYWORDS

- Space
- Explore
- Movement
- Hands

RESOURCE CARD: **COORDINATION:** EYFS: ACTIVITY 1

MOVE THE TREASURE:



Pupils get a piece of equipment from a spot/hoop and take it to a new spot/hoop.

KEY:



Pupil



Direction of
movement
into space



Floor spot
or cone



Bean bag



Hoop

LESSON PLAN: **COORDINATION:** EYFS: ACTIVITY 2

LEARNING OBJECTIVE: To explore using hands and sports equipment with a partner.

WARM UP (5 MINS)

Find My Body With A Partner: In a space place hoops, spots and cones randomly. Pupils are placed in pairs with one piece of equipment each. First get them playing follow the leader with each other. Then the teacher has to call out body parts and the pupils have to place that body part on their partners piece of equipment.

'Elbow, head, back, toe, knee, stomach etc...'

Develop: Allow pupils to carry two pieces of equipment.

ACTIVITY (10 MINS)

Capture The Treasure: Split the class into two teams, place spots or hoops at both ends of the playing area. Number 1's go and sit on the spots/hoops at one end and numbers 2's at the other.

They then have to go and capture a piece of treasure from the other team and return it to their side of the hall. Only one piece of treasure can be moved at once.

DIFFERENTIATION

LESS ABLE

- Use a larger space to move in.
- The pupil can follow a more able pupil.

MORE ABLE

- Use a smaller space to move in.
- Carry two pieces of equipment.

EQUIPMENT

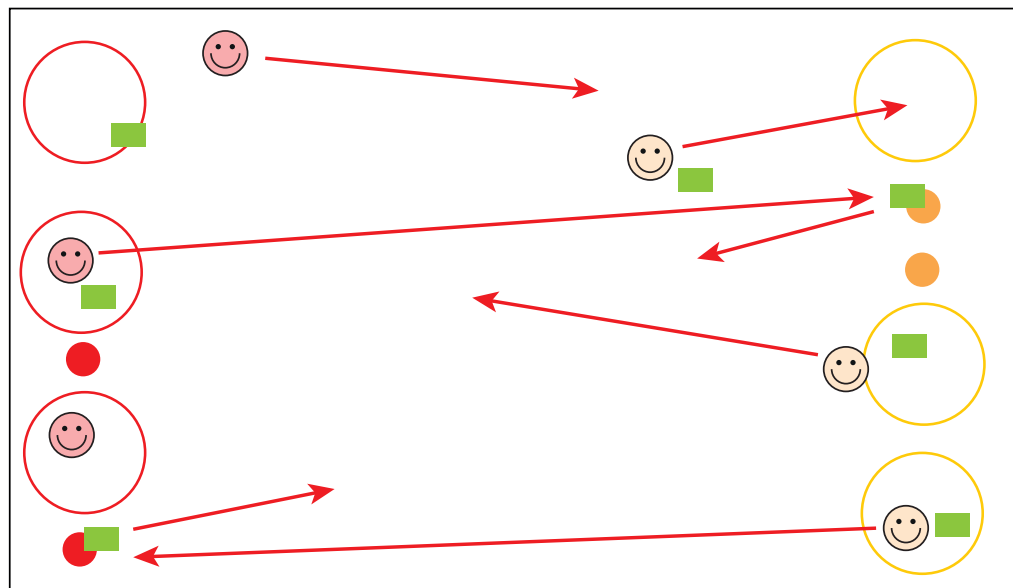
- Spots
- Cones
- Hoops
- Balls
- Bean bags

KEYWORDS

- Space
- Explore
- Movement
- Hands

RESOURCE CARD: **COORDINATION:** EYFS: ACTIVITY 2

CAPTURE THE TREASURE:



Teams have to run over and capture a piece of treasure from the other team and return it to their own side.

KEY:



Pupil



Direction of movement into space



Floor spot or cone



Bean bag



Hoop

LESSON PLAN: **COORDINATION:** EYFS: ACTIVITY 3

LEARNING OBJECTIVE: To develop hand/eye coordination using equipment.

WARM UP (5 MINS)

Balance the Ball / Bean Bag: in a space pupils move about balancing a bean bag on the back of their hands, heads, shoulders etc.

Develop: Allow pupils to carry a tennis racket and balance a bean bag or ball on it.

ACTIVITY (10 MINS)

Move The Treasure Across The River: Place two lines of cones at each side of the hall/grid, in the middle is the river and on the outside is the river bank. Place some spots in the river and call these crocodiles. Pupils have to go and move a piece of treasure from one side to the other. Only one piece of treasure can be moved at once and if they stand on a crocodile they have to stop and do 5 star jumps. Large balls can be dribbled with hands across the river. Bean bags can be balanced on rackets.

Develop: Add a person in a bib to try and tag the pupils as they cross the river.

DIFFERENTIATION

LESS ABLE

- Use a larger space to move in.
- The pupil can follow a more able pupil.

MORE ABLE

- Use a smaller space to move in.
- Carry two pieces of equipment.

EQUIPMENT

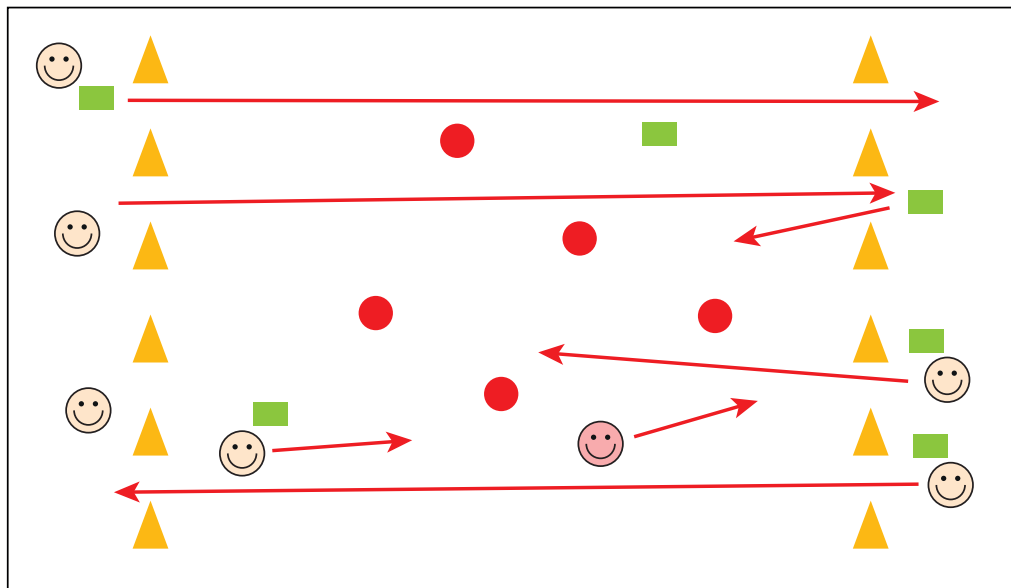
- Spots
- Cones
- Balls
- Bean bags
- Rackets

KEYWORDS

- Space
- Explore
- Movement
- Hands

RESOURCE CARD: **COORDINATION:** EYFS: ACTIVITY 3

MOVE THE TREASURE ACROSS THE RIVER:



Pupils have to run over and capture a piece of treasure from the other side and return it to their own side. Watch out for crocodiles and the defender!

KEY:



Pupil



Direction of movement into space



Floor spot (crocodiles)



Bean bag/ball



Cone



Defender

LESSON PLAN: **COORDINATION:** EYFS: ACTIVITY 4

LEARNING OBJECTIVE: To explore the use of coordination using feet.

WARM UP (5 MINS)

Simon Says: The teacher will shout out commands which the pupils must follow, but if the teacher does not say 'Simon says' and the children do the action then they will have to do 2 star jumps as a forfeit.

ACTIVITY (10 MINS)

Tightrope Walking: If you have playground/hall markings on the floor use them or put skipping ropes on the floor to make different shapes and sized lines (If you are outside, you can also use chalk). The pupils will need to travel around the space to find a line. Once finding a line, pupils must try and walk along the line without stepping off. Encourage walking with one foot in front of the other and use their arms to balance.

Develop: Place two skipping ropes side by side, the pupils must have one foot on one rope then the other foot on the other rope. Can they walk across the skipping rope using both feet without stepping off?

DIFFERENTIATION

LESS ABLE

- Use a shorter skipping rope.
- Only have one foot on the rope.

MORE ABLE

- Use a larger skipping rope.
- Balance a bean bag on their heads whilst travelling across the line.

EQUIPMENT

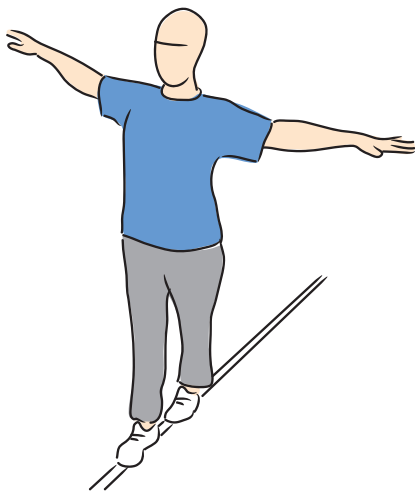
- Skipping ropes
- Chalk
- Bean Bag

KEYWORDS

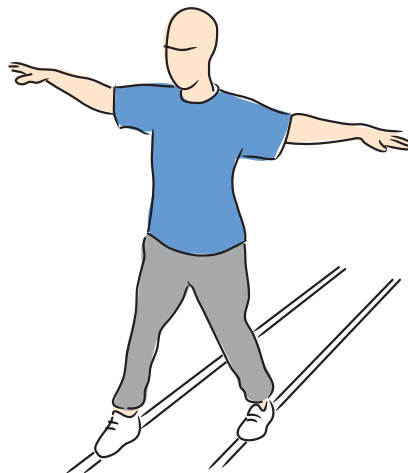
- Feet
- Balance
- Coordination

RESOURCE CARD: **COORDINATION:** EYFS: ACTIVITY 4

TIGHT ROPE:



DEVELOP:



LESSON PLAN: **COORDINATION:** EYFS: ACTIVITY 5

LEARNING OBJECTIVE: To explore coordination with feet using equipment.

WARM UP (5 MINS)

Place all the equipment which is stated on the equipment list in the middle of the room. Let the children explore different ways they can move the equipment by using their feet only. Ensure they have a go using all the equipment. If you see a pupil showing good foot coordination, ask them to demonstrate to the rest of the class.

ACTIVITY (10 MINS)

Tidy Up Treasure: Place the pupils into four teams and nominate them a piece of equipment which they will later have to collect. All teams start behind a hoop which is their 'treasure chest'. When the teacher shouts go, two pupils from each team will run out and collect one piece of their nominated equipment, but they are only allowed to use their feet to bring that treasure back to their treasure chest. First team to collect all of their nominated treasure wins.

For each game rotate the equipment in which the teams have to collect.

DIFFERENTIATION

LESS ABLE

- Move the treasure closer to the teams.
- Pupils can use their hands to place equipment on their feet.

MORE ABLE

- Move the treasure further away.
- Give them harder equipment to move back to their treasure chest.

EQUIPMENT

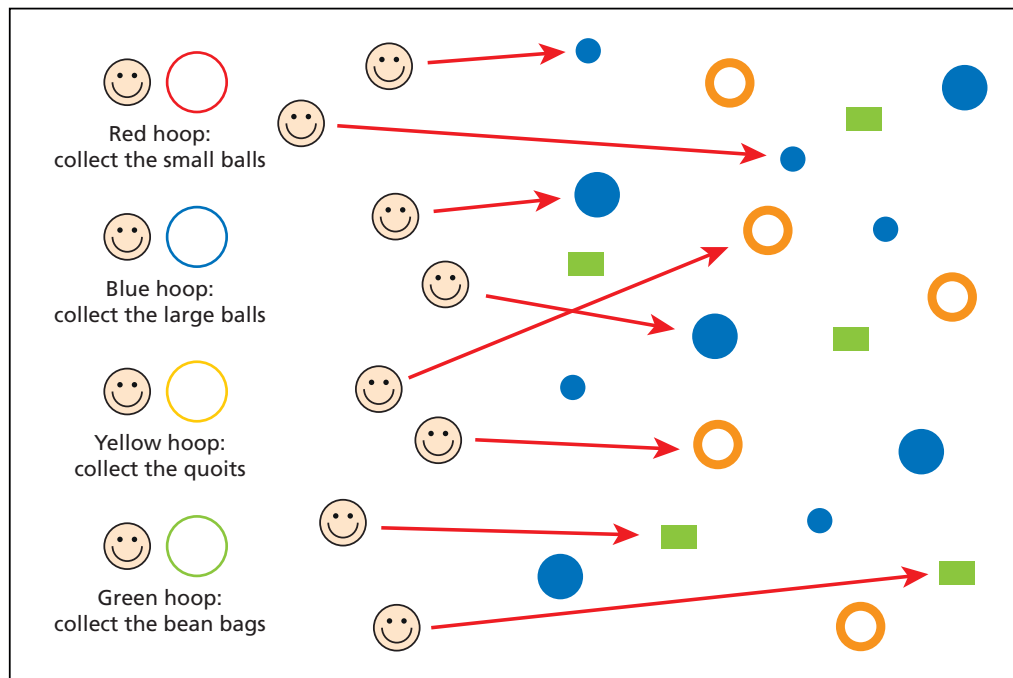
- Small Balls
- Quoits
- Big Balls
- Bean Bags
- Hoops

KEYWORDS

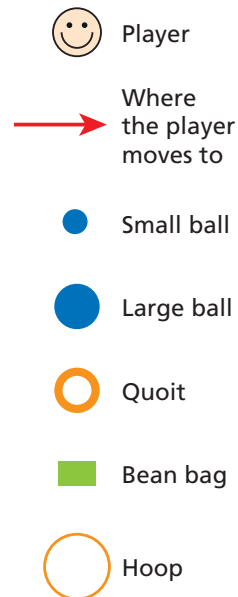
- Feet
- Balance
- Coordination

RESOURCE CARD: **COORDINATION:** EYFS: ACTIVITY 5

TIDY UP THE TREASURE:



KEY:



LESSON PLAN: **COORDINATION:** EYFS: ACTIVITY 6

LEARNING OBJECTIVE: To develop foot/eye coordination using equipment.

WARM UP (5 MINS)

Jeep Safari: Each pupil will have a floor spot which they are to place on the floor. The floor spot represents the jeep and all the pupils are on a safari. Ask the pupils to move around the space pretending to search for animals. While the pupils are doing this, the teacher will tell them a story about the adventure they are having and what animals they may come across. When the teacher shouts out 'there's a lion coming!' all pupils must sit in their 'jeep' to avoid being eaten by the lion. The last person to sit down has to go around and high five 5 other pupils.

ACTIVITY (10 MINS)

Place a variety of balls in the room and let the pupils explore how they can dribble with the ball using their feet. Let them have a go with different sized balls.

Develop: Minefield: Place cones randomly around the space. Tell the pupils they are mines and they need to dribble around them. If their ball touches a cone as they are dribbling, they lose a life. Once all their lives are gone they go and get a different ball and start again. Each pupil has 5 lives.

DIFFERENTIATION

LESS ABLE

- Use a bigger ball.
- Have eight lives to start with rather than five.

MORE ABLE

- Use a smaller ball.
- Have three lives to start with rather than five.

EQUIPMENT

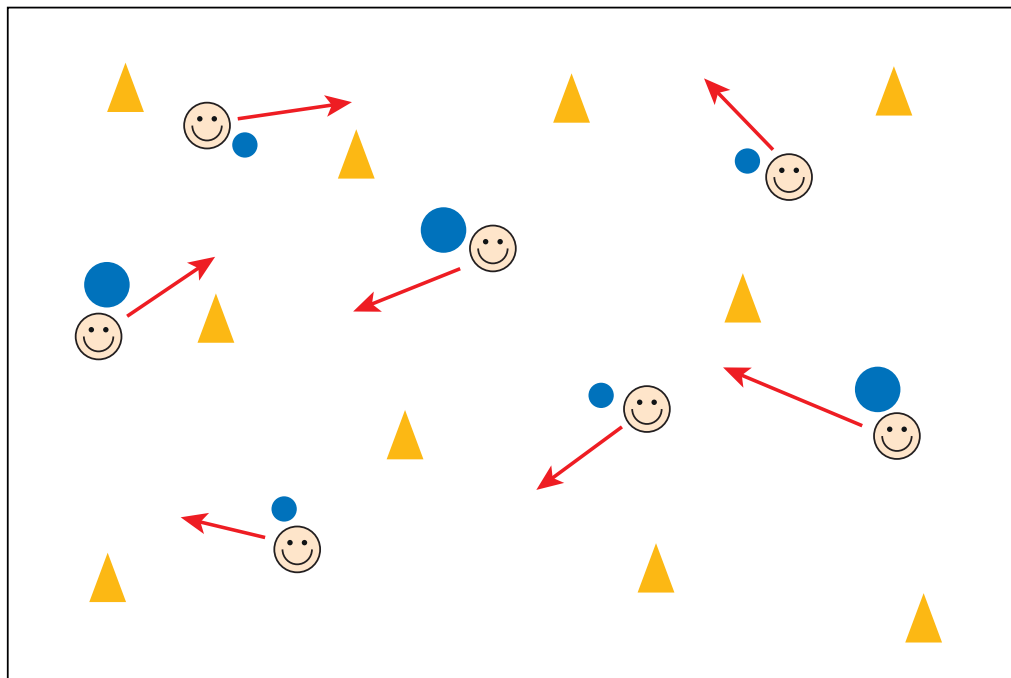
- Floor Spots
- Large Balls
- Small Balls

KEYWORDS

- Feet
- Control
- Coordination

RESOURCE CARD: **COORDINATION:** EYFS: ACTIVITY 6

DEVELOP: MINEFIELD:



KEY:



Player



Where
the player
moves to



Small ball



Large ball



Cone

LESSON PLAN: **COORDINATION:** EYFS: ACTIVITY 7

LEARNING OBJECTIVE: To explore the use of coordination using unilateral movement.

WARM UP (5 MINS)

With the whole class or with the class split into smaller groups, sing along to the song hockey-cokey and complete the following actions:

- Left arm in & out
- Right arm in & out
- Left foot in & out
- Right foot in & out
- Whole body in & out

ACTIVITY (10 MINS)

Reaction Board: Pupils get into pairs and stand opposite each other. One pupil makes a one limbed movement and the partner copies and touches that limb by mirroring their action. Complete 10 different movements then swap over. Encourage pupils to react as quickly as possible.

Develop: Introduce two limbed movements to perform at the same time.

DIFFERENTIATION

LESS ABLE

- Only focus on upper body movements.

MORE ABLE

- Introduce a ball that pupils must touch instead of the partner's limb.

EQUIPMENT

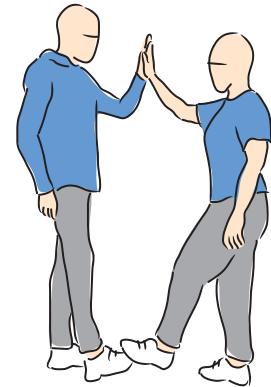
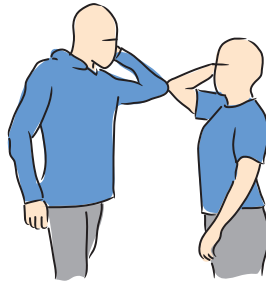
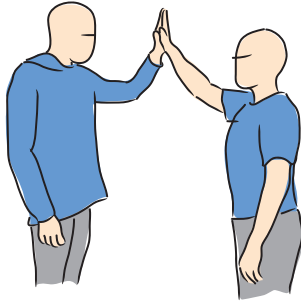
- None

KEYWORDS

- Reaction
- Movement
- Limb

RESOURCE CARD: **COORDINATION:** EYFS: ACTIVITY 7

REACTION BOARD:



LESSON PLAN: **COORDINATION:** EYFS: ACTIVITY 8

LEARNING OBJECTIVE: To explore the use of coordination using bilateral movement.

WARM UP (5 MINS)

Ask pupils to practice the following coordination tasks:

- Pat your head with one hand and rub your stomach with the other.
- Draw a 6 with your hand and a 9 with your foot at the same time.
- Move one of your arms up and down while moving your leg from side to side.
- Make a sawing action with one arm and a chopping action with the other.

ACTIVITY (10 MINS)

Keepy Ups: With a partner or within a small group, pupils must keep a bean bag or a balloon up in the air for as long as possible. Pupils can use any part of their body to keep the object in the air and must try not to let the object touch the floor. Encourage pupils to move their feet to get into the correct position.

Develop: Introduce a large foam ball and see if pupils can complete the same activity.

DIFFERENTIATION

LESS ABLE

- Ask pupils to complete the same task with both hands.
- Work within a larger group.

MORE ABLE

- Use a smaller foam ball.
- Pupils can only use certain limbs to keep the object in the air.

EQUIPMENT

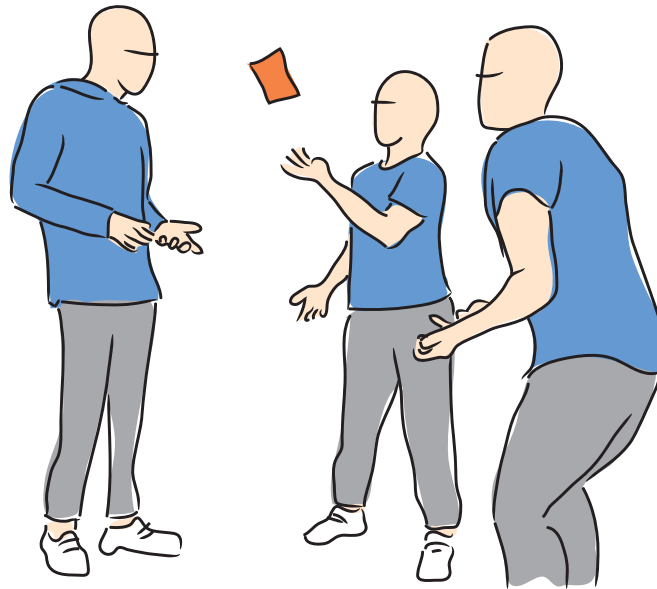
- Bean bags
- Balloons
- Large foam ball

KEYWORDS

- Movement
- Thinking brains

RESOURCE CARD: **COORDINATION:** EYFS: ACTIVITY 8

KEEPY UPS:



LESSON PLAN: **COORDINATION:** EYFS: ACTIVITY 9

LEARNING OBJECTIVE: To develop coordination using unilateral and bilateral movements.

WARM UP (5 MINS)

Either with the whole class or with the class split into smaller groups, sing along to the song 'If you're happy & you know it' and complete the following actions:

- Clap your hands
- Stomp your feet
- Bend your knees
- Shout hooray

ACTIVITY (10 MINS)

Crab Football: Split the class into teams of approx. 5 pupils. Set up an area with a goal at each end and use 2 cones to show the goal area. Ask one team to wear bibs so the teams are clearly identified. Pupils must move around the space like a crab. They can use any part of the body to try and get the ball in any goal.

Develop: Pupils can only move the ball with their feet.

DIFFERENTIATION

LESS ABLE

- Use a balloon.

MORE ABLE

- Ask pupils to make 2 passes before shooting at the goal.

EQUIPMENT

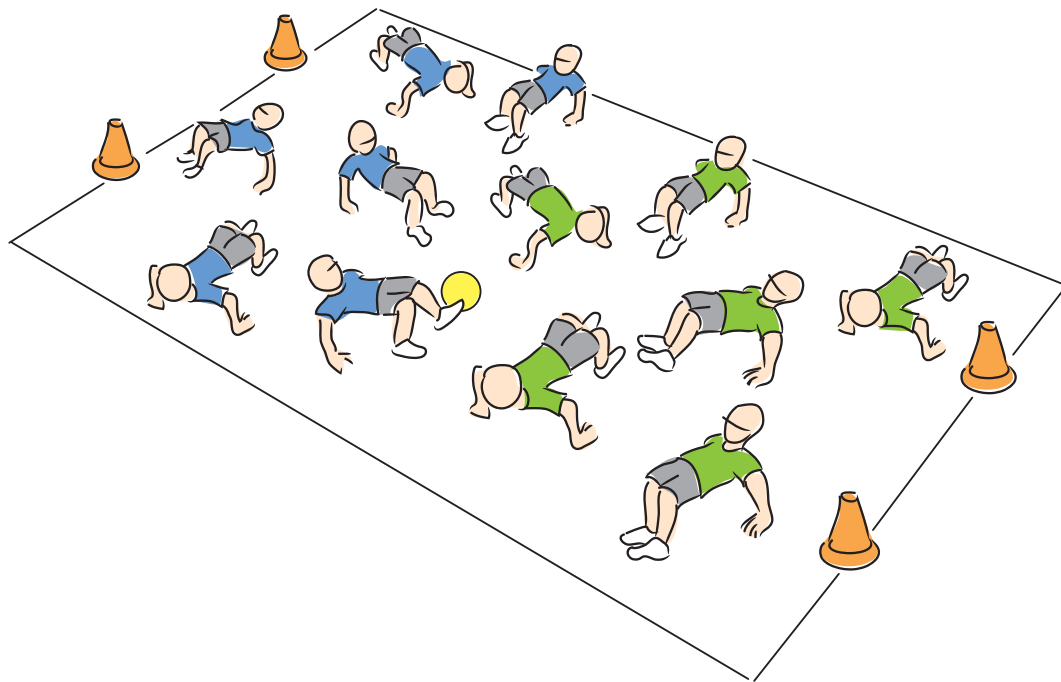
- Cones
- Large foam ball

KEYWORDS

- Find space
- Balance

RESOURCE CARD: **COORDINATION:** EYFS: ACTIVITY 9

CRAB FOOTBALL:



LESSON PLAN: **COORDINATION:** EYFS: ACTIVITY 10

LEARNING OBJECTIVE: To explore controlled coordination when reacting to basic stimuli.

WARM UP (5 MINS)

Musical Body Parts: Play some fun, lively music and ask pupils to move around in several ways; hopping, skipping, jogging, side stepping, jumping etc. When you stop the music, shout out a body part and all pupils are to touch the floor with the correct body part.

Question: Ask pupils what happens to our bodies when they exercise?

ACTIVITY (10 MINS)

Musical Statues: Play fun, lively music that all children will enjoy and this time, when the music stops, rather than children touching the floor with a body part they are to freeze like a statue. The last person to stop, or alternatively if any children wobble, they can lose a life or be given a forfeit. For example, they are to run around the whole area and then join back in. After the song has finished, ask if anyone managed to get through the game without having to lose a life or having to run around the area.

DIFFERENTIATION

LESS ABLE

- Provide pupils with specific dance moves or ways to travel around the room.

MORE ABLE

- Use different coloured cones that represent various shapes. As the music stops, pupils have to show the shape of the coloured cone being held up.

KEYWORDS

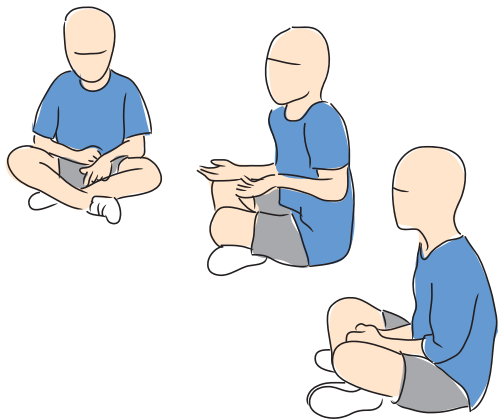
- Reactions
- Freeze
- Travel
- Body parts

EQUIPMENT

- Music
- Music player

RESOURCE CARD: **COORDINATION:** EYFS: ACTIVITY 10

MUSICAL BODY PARTS:



Pupils are to move around as instructed by the teacher (hopping, jumping, side stepping, jogging). When the music stops, the teacher shouts out a body part and they have to touch the floor with that body part. In this case it's the bottom.

MUSICAL STATUES:



Pupils dancing using their own movements and freezing like a statue when the music stops.

LESSON PLAN: **COORDINATION:** EYFS: ACTIVITY 11

LEARNING OBJECTIVE: To develop coordination when reacting to complex stimuli.

WARM UP (5 MINS)

Messy Rooms: Split the class into two groups and place one group on one side of the room and the other group on the other side. Give them lots of small soft balls, an equal amount to each group. When the teacher says go, pupils are to roll the ball into the other groups area. After 2 minutes, stop and count to see how many balls are on each side. The team with the least amount of balls are the winners. This is a fast game in which pupils need to react quickly to the balls that are entering their 'room' and return it as quickly as possible.

ACTIVITY (10 MINS)

Fruit Salad: Sit pupils in a circle and give them a fruit name. E.g. Banana, Apple, Orange, Pear, and repeat this around the circle. Tell pupils a story about going to the supermarket and every time you mention one of the fruit names, everyone of that fruit name has to stand up and run around the circle once and sit back down in their original place. The last one to sit down has to perform five star jumps before joining back in. See if anyone can complete the whole game without having to do any star jumps.

DIFFERENTIATION

LESS ABLE

- Place less able children within the same 'fruit name' group for the fruit salad game.

MORE ABLE

- Make a separate circle if necessary and make the circle larger for more able pupils.
- Give them a different movement to perform when going around the circle in the fruit salad game.

KEYWORDS

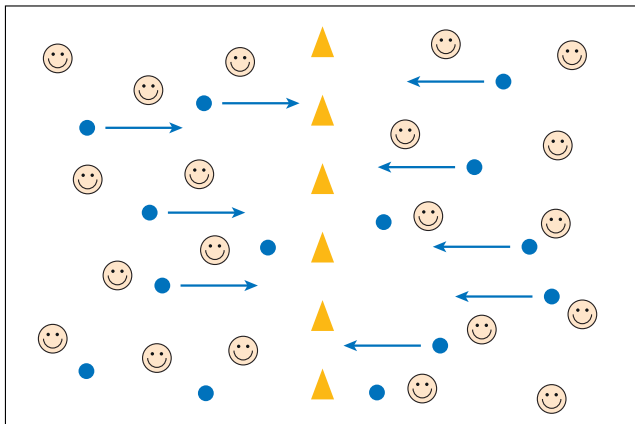
- Quickly
- Respond
- Listen
- Look

EQUIPMENT

- Soft balls

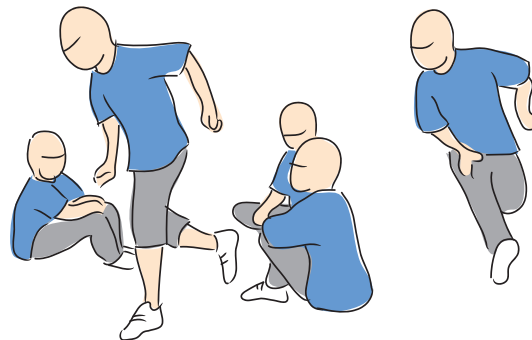
RESOURCE CARD: **COORDINATION:** EYFS: ACTIVITY 11

MESSY ROOMS:



Pupils rolling the ball into the other team's area as quickly as possible.

FRUIT SALAD:



When the teacher calls out their fruit name, the players stand up, run around the circle and sit back down in their original place. If they are last to sit down they perform five star jumps before joining back in.

KEY:



Pupil



Ball



Where
the ball
moves to



Cone