

LESSON PLAN: **AGILITY:** EYFS: ACTIVITY 4

LEARNING OBJECTIVE: Pupils explore using legs to help develop movement into space.

WARM UP (5 MINS)

Follow the leader: In pairs one leads the other around a set space.

Develop this by calling out different body parts that have to be in contact with the floor e.g. one hand, two hands, back, side , knees.

ACTIVITY (10 MINS)

Teacher to recap how we use different parts of our bodies to help us run focusing on arms. Let half the class run around in an area for 1 minute. The other half have to observe them, and then swap over. Ask pupils to focus on the height of their knees when starting to run or when they are running as fast as they can. (There should be a higher knee lift and therefore a longer pace when running at full speed).

Now allow pupils to run in straight lines exploring using their arms and legs. Get them to start from standing still and then to run to a finish line and walk back.

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.

EQUIPMENT

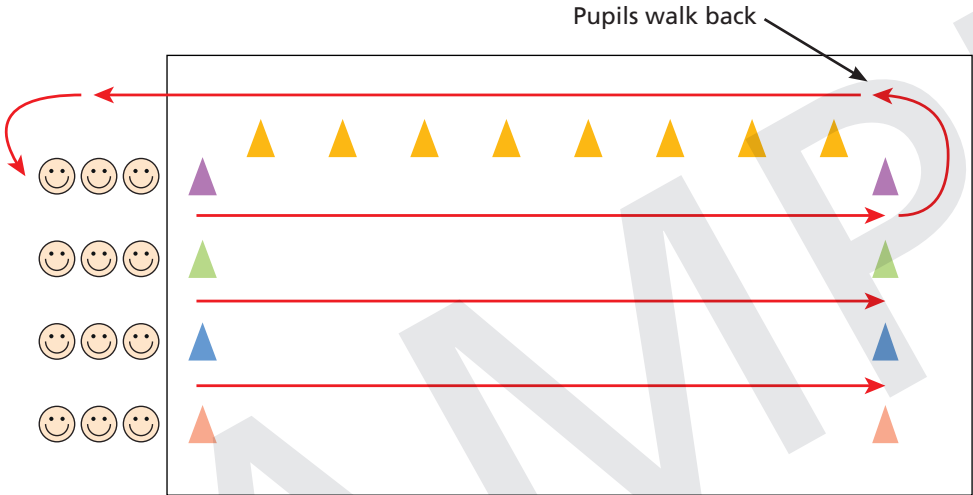
- Hoops
- Cones




KEYWORDS

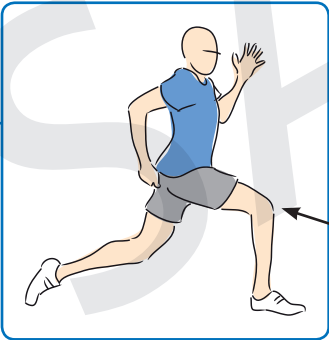
- Space
- Explore
- Arms, feet, knees legs

RESOURCE CARD: **AGILITY:** EYFS: ACTIVITY 4

RUNNING TECHNIQUE:



-  Pupil
-  Direction of movement
-  Cone



Higher knee lift as they run faster.

LESSON PLAN: **BALANCE:** EYFS: ACTIVITY 5

LEARNING OBJECTIVE: Floor work balances with a partner.

WARM UP (5 MINS)

Back-to-Back Game: Get the pupils in pairs. The teacher will let the children travel around the area in a variety of ways individually; make sure they move away from their partner. When the teacher shouts "Back to back" the pupils must find their partner and stand back to back.

ACTIVITY (10 MINS)

Get the pupils into pairs. They will need to sit opposite their partner. Can they do the following without wobbling:

- Sit with their legs out in front of them and arms out to the side
- Sit with their legs out to the side and arms out in front.
- Kneel on their knees and arms out to the side.

Develop: Can the pupils get on their hands and knees. Can they pick up one hand and 'high five' their partner. Try with the other hand.

DIFFERENTIATION

LESS ABLE

- Focus on one body part.
- Use larger body parts to balance.

MORE ABLE

- Hold the balance for longer.
- Use smaller body parts to balance.

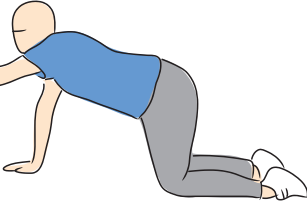
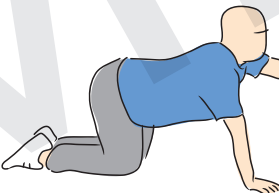
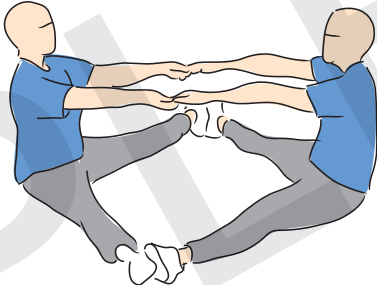
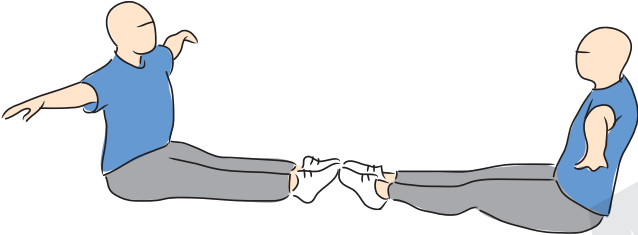
EQUIPMENT

- Mat

KEYWORDS

- Balance
- Support
- Control

RESOURCE CARD: **BALANCE:** EYFS: ACTIVITY 5



Development Activity

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

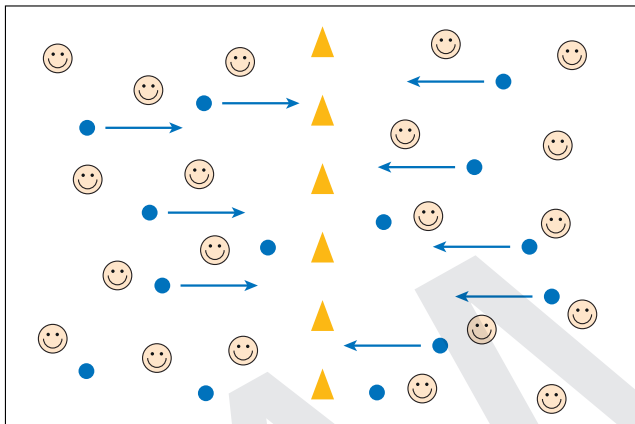
- Quickly
- Respond
- Listen
- Look

EQUIPMENT

- Soft balls

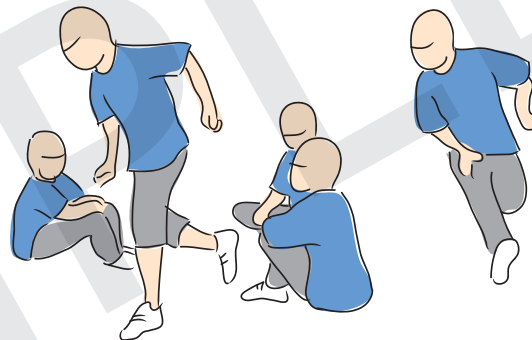
RESOURCE CARD: **COORDINATION:** EYFS: ACTIVITY 11

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:



LESSON PLAN: **JUMPING**: EYFS: ACTIVITY 1

LEARNING OBJECTIVE: To explore how to jump and land safely.

WARM UP (5 MINS)

The Bean Game: Set an area for pupils to stay within, introduce a forfeit for going outside the area. Ask pupils to move around the room in whatever way they would like. When the teacher calls out a bean, the pupils must act out that movement. Encourage pupils to move differently around the room between each bean action.

ACTIVITY (10 MINS)

Hot Spots: Place lots of hoops and spots on the ground. Pupils move around the area and find different ways of jumping onto a spot or into a hoop. Only one person can use a spot or hoop at once.

Develop: Challenge pupils to explore different combinations of jumping E.g. jump with 2 feet and land with 1 foot, jumping from one foot and land on 2 feet, jumping on 1 foot and landing on the same foot.

DIFFERENTIATION

LESS ABLE

- Step from one foot to another over an object.
- 2 footed jumping only.

MORE ABLE

- Introduce equipment to jump over.
- Copy a partner jumping.

EQUIPMENT

- Cones
- Spots
- Hoops

KEYWORDS

- Control
- Explore
- Jump
- Land

RESOURCE CARD: **JUMPING:** EYFS: ACTIVITY 1

BEAN GAME EXAMPLES:

Jelly BeanWobble like jelly

Broad BeanWide as you can go

String Bean.....Tall as you can go

Baked BeanLie on the floor in
a star shape

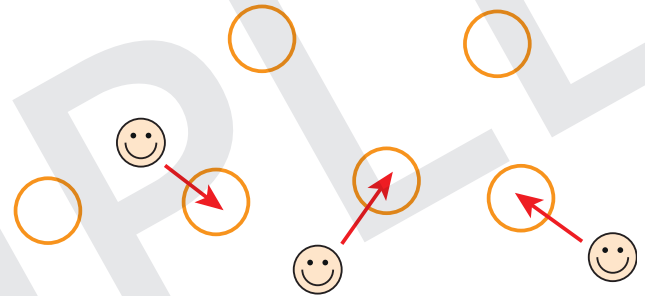
Runner Bean.....Run fast on the spot

Jumping BeanJump up and down

Chilli BeanShake as if you're cold

Frozen BeanFreeze still

HOT SPOTS:



KEY:



Pupil



Hoop



Direction of
movement

LESSON PLAN: **PLAY:** EYFS: ACTIVITY 8

LEARNING OBJECTIVE: To be artistic and imaginative through basic gymnastics.

WARM UP (5 MINS)

Each pupil is to have a ribbon or a scarf. Play music and ask pupils to move around the room in a variety of imaginative ways making different shapes with the ribbon or scarf. Highlight any good movement with the equipment and ask the rest of the class to copy. Change the music to a faster or slower pace and ask the pupils to move accordingly.

ACTIVITY (10 MINS)

Discuss with pupils what we mean by balancing and what parts of the body can assist us when performing balances e.g. arms.

Let pupils go off and explore different ways of balancing, go around and ask pupils what part of the body they are using to balance. Then try and get pupils to perform a stretched balance and a curled balance, discuss different body parts that can be used.

Allow pupils to explore different balances such as balancing on backs, tummies, sides, bottoms etc. Ask them to be creative with balances.

DIFFERENTIATION

LESS ABLE

- Give examples of simple balances.

MORE ABLE

- Balance with a partner or with fewer body parts touching the ground.

EQUIPMENT

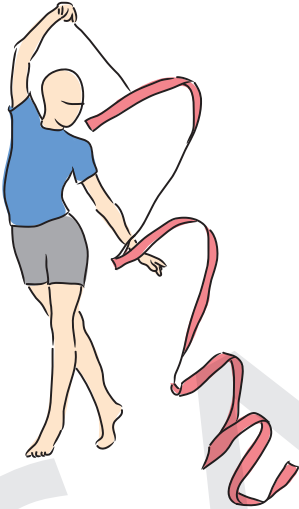
- Music
- Scarves
- Ribbon
- Mats

KEYWORDS

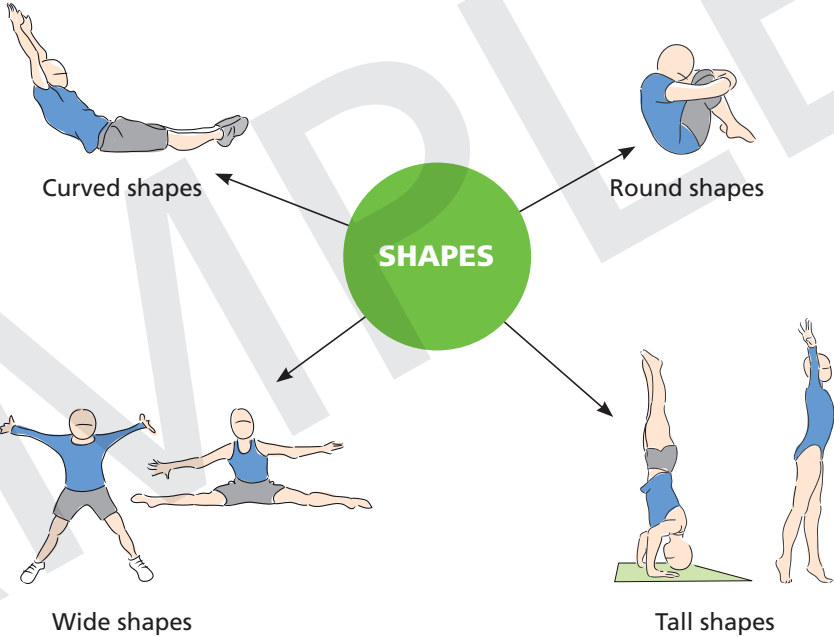
- Imaginative
- Creative
- Explore
- Balance

RESOURCE CARD: **PLAY:** EYFS: ACTIVITY 8

MOVEMENT WITH RIBBON:



CREATING SHAPES:



LESSON PLAN: **TARGET:** EYFS: ACTIVITY 10

LEARNING OBJECTIVE: To refine accuracy and control when putting a ball with a golf club towards a target.

WARM UP (5 MINS)

- Show pupils how to hold a golf club:
- Feet slightly apart
- Bend knees
- Right hand underneath the left (opposite for left handed pupils)
- Stand side on and with the club placed in front of their feet.

In small groups, ask pupils to swing the club gently back and forth, like a clock ticking, and attempt to hit the ball to another person in their group. See if pupils can use the right amount of force.

ACTIVITY (10 MINS)

Zone Ball: Make a line of coloured cones. On the outside of the line have orange for example, then purple, and then have 1 yellow cone right in the middle of the line. One person at a time, pupils can putt the ball and aim towards the yellow cone. If they hit an orange cone they score 1 point, if they hit a purple cone its 2 points, and if they hit the yellow cone they score 3 points.

DIFFERENTIATION

LESS ABLE

- Make the line of cones longer for less able children.
- Bring the pupils closer to the line.

MORE ABLE

- Pupils to start further away from the line.

EQUIPMENT

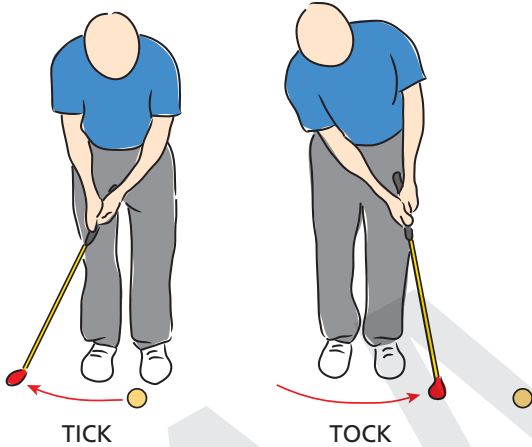
- Tri-golf putters
- Balls
- Cones

KEYWORDS

- Tick tock
- Looking
- Steady
- Power / force

RESOURCE CARD: **TARGET:** EYFS: ACTIVITY 10

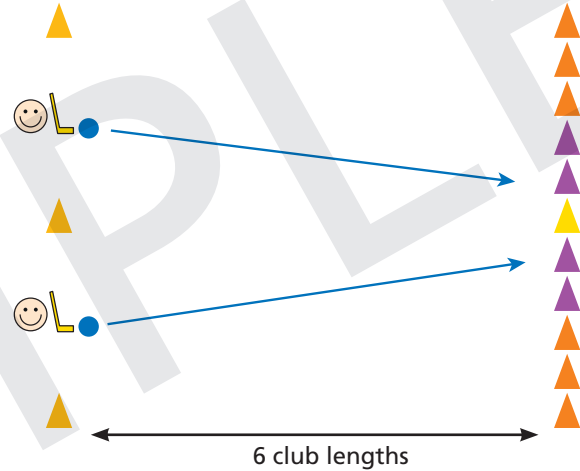
TICK TOCK:



COACHING POINTS

- Aim the red part of the club towards the cone
- Use 'tick-tock' swing

ZONE BALL:



POINTS

- Orange cone = 1 point
- Purple cone = 2 points
- Yellow cone = 3 points