



Fundamental Movement Skills - Lesson 1

EYFS

WALT

- Travel at different speeds.
- Understand how to be spatially aware.

WILF

- Basic understanding of how to change speed & direction.
- Attempt to avoid others while moving around.

Equipment

- Cones
- Variety of soft balls
- Bibs

Any Other Information

- Can be completed inside or out.

Get Active - Mr Man

- Teachers can link animal movements for real life links e.g. Cheetah (move fast) Sloth (move slow), Kangaroo (hop or jump).
- Encourage the children to be creative with their movements.
- Mr Small - demonstrate how to make our bodies compact.
- Mr Tall - demonstrate how to stretch our bodies and elongate our limbs.
- Mr Slow - demonstrate how to move our bodies in slow motion.
- Mr Bounce - demonstrate how to jump and hop effectively.

S- increase or decrease the size of the area.

T- teacher to call out multiple ways to move and children have to transition between them.

E- add floor markers, spread around the space for children to avoid.

P- challenge children to hold balances with a partner.

SEND Adaptions

- Use visual cues such as pictures of animals to depict movement.

Skill 1 - Points of Contact

- Teacher to use dynamic movements such as, jogging, high knees, side steps, skipping, lunges, bear crawls, jumping, hopping to start the activity
- Teacher to explain the meaning of points of contact e.g. when a child is standing, they have 2 points of contact (their feet).
- Demonstrate the body parts the children can use as points of contact; hands, feet, elbows, knees, stomach, back.
- Encourage the children to use different balances each time.
- Encourage creative balances and award points for the most creative.

S- Ensure a large, open area with no hazards.

T- Add themes (e.g., "animal shapes", "robot freeze", "statue mode").

E- Use music for starting/stopping cues.

P- Allow children to work in pairs or small groups to create partner balances.

SEND Adaptations

- Allow seated or wheelchair users to use arms, head, shoulders for contact points.
- Offer adaptive balances with the same concept (e.g., "touch two body parts to the chair and floor").
- Use softer flooring or mats for comfort.
- Use visual timers to help hold positions for set durations.

Skill 2 - Snatch

- Teacher to set up cones 2m in front of floor marker and another floor marker 10m further away.
 - The aim of the activity is for the first child to sprint from their cone to the other cone 10m away. The chaser will start on the floor marker 2m behind. Their objective is to catch the runner and pull off their bib before they reach the cone.
 - For the chaser, encourage to get their front foot as close to the lead runner as possible before reaching for the bib.
 - Change roles after 3 turns.
 - Encourage the children to swing their arms to increase running momentum.
- S** - make the distance further to increase the chaser's chances of chasing down their partner.
T - allow children to go when they want, testing the chaser's reaction time.
E - add obstacles in the way for the runners, for example, ladders, hurdles or cones to move in & out of.
P - allow children to work with other people in the class.

SEND Adaptations:

- Allow walking or wheeling instead of sprinting.
- Use high-contrast bibs for visibility.
- Reduce chase distance or remove tagging element entirely—focus on timed movement.

Game - Bridge Tag

- The children will participate in a tag game within a marked area.
- The taggers will use a ball chosen by the teacher to tag other children.
- When tagged, the child must complete a plank position, either on their hands or elbows, and hold it.
- To release a tagged child, another child must crawl underneath them, after which both can stand up and resume moving around.
- Children saving others from being tagged cannot be tagged themselves until they are standing up and moving again.
- The taggers should be rotated regularly to give as many children as possible the chance to be a tagger.

S - Increase or decrease the size of the area to make it easier/harder to tag.

T - Give taggers a set time limit to get a certain number of tags.

E - Use a variety of balls for the taggers to use, testing their grip and carry.

P - Increase or decrease the number of taggers.

SEND Adaptations

- Adapt the plank to seated or wall holds (e.g., lean against a wall).
- Allow alternative rescue methods (e.g., touch hand instead of crawling underneath).
- Offer floor mats or cushioned areas for support.

What have you enjoyed about today's lesson?

What skills have we worked on today?

Plenary Can you give an example of a new skill you have learned today?