



**FREDDIE**

**Character:** Fast Freddie  
**Adventure 2:** In the Army  
**Keywords:** movement, control, coordination, awareness, safely, space.  
**Link to ELG:** To negotiate space successfully (30-50 months)  
**Length of Session:** 45 minutes  
**Resources Needed:** bibs, cones, beanbags (and other obstacle course equipment if you have it for jumps, tunnels etc.)

**Lesson Focus/ Learning Objective**  
 To show spatial awareness whilst moving.

**Success Criteria**

- To keep in own space.
- To move around without bumping into other children or objects.

### In The Classroom

Explain today’s adventure whilst the children are getting changed and which character will be taking us on that adventure... Freddie. See if the children can remember Fast Freddie’s super power and ask them to recall the last adventure they went on with him. Describe the learning objective, success criteria and today’s adventure setting. Today we’re going to help Fast Freddie on an army mission – we are going to become soldiers and help him save the army supplies from the Grumpy Grizzly Bear. As children are changing, encourage them to practice standing straight and tall like a soldier.

### In The Hall – Warm-Up

**Activity:** Children, you’re now soldiers in Fast Freddie’s army. You must listen to his instructions as you move around the room. ‘Attention!’  
 Get the children to stand in a space on their own. Shout out Fast Freddie’s instructions for the children to follow as they travel around the hall (e.g. walking through the tall grass, marching in the parade, crawling through the trenches, sliding down the slopes, jumping over potholes and running through the fields). **Praise children who are travelling well in their own personal space (well done \_\_\_\_\_ you are keeping your head up and looking around you, so that you don’t bump into anyone else, you have good control of your arms and feet, well done for not travelling too fast and for staying in control).** See which ways of travelling they find easiest stay in control of their body without bumping into other children.



## Main Adventure

**Activity 1:** Children, we are walking through the tall grass out in the open fields, and it is really muddy and some soldiers are finding themselves getting stuck in the mud. So be careful.

Play 'Stuck in the Mud'. Children are positioned in a space in the hall. The children should aim to travel around the hall negotiating space and avoiding two tagging players (wearing brightly coloured bibs). If "tagged", the children are stuck in the mud and should stand like a big star. They now need help from their fellow soldiers who can free them out of the mud by going underneath their arms. **Give feedback when children are demonstrating the ability to avoid collision with other children and moving into space successfully. What is making them successful at doing this? What could they improve?**

**Activity 2:** Children, the Grumpy Grizzly has stolen our army supplies! We must negotiate our way around the obstacles and get them back from him.

Set up a few mini obstacle courses for the children to go around – so they can all be active at the same time (cones for the children to dodge around, tunnels to climb through, jumps to jump over, non-slip spots to step over etc.). Put beanbags at different points (the army supplies) for the children to collect and steal back. Encourage children to negotiate their way around these courses, collecting all the beanbags. Talk to them about moving carefully: if they knock anything over or bump into things, it will wake up the Grumpy Grizzly! Once all the beanbags have been collected, congratulate the children on a successful mission completed!

### Making The Tasks Easier

- Keep the movements children have to do simple.
- Condition the taggers so that they can only walk and not run.
- Have fewer taggers to ensure children have more success.
- Keep the obstacle course simple.

### Making The Tasks Harder

- Add in additional ways for the children to move.
- Increase the amount of taggers children have to avoid.
- Add additional obstacle challenges into the course.

## Feed Forward Notes for Next Session:

### Notes On Individual Children's Needs:

Names/ Group	Reason	Learning Plan