



**FREDDIE**

**Character:** Fast Freddie      **Adventure 3:** Off to the Supermarket

**Keywords:** movement, control, coordination, safely, space.

**Link to ELG:** Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles (30-50 months)

**Length of Session:** 45 minutes

**Resources Needed:** cones, beanbags and hoops.

**Lesson Focus/ Learning Objective**

To run effectively with control.

**Success Criteria**

- To use arms and legs effectively when running.
- To travel with control and co-ordination.

### In The Classroom

Explain today's adventure whilst the children are getting changed and which character will be taking us on that adventure... Freddie. Think back to Freddie's super powers and talk about how Freddie has to learn to run well so that he can be super speedy and agile. Describe the learning objective and the success criteria. Read children the adventure setting narrative. Today we're going to help Freddie by helping him in the supermarket. As children are changing, get them to think of people they have seen running and begin to pick out features of good running technique (head looking straight ahead, using elbows to power back, lifting knees up). You could watch a video or even watch one of the children in the class.

### In The Hall – Warm-Up

**Activity:** At the supermarket we are going to have to be very quick to get all of our items by running up and down the aisles.

Let's practice our running technique to make sure we can do that. Get children to run around the outside of the supermarket (a coned square area). You can shout 'change' and the children have to run the opposite way around the aisles. **Give children pointers on technique of running. Using their arms in forward and backward motion. Running on the balls of their feet.**



## Main Adventure

**Activity 1: Fast Freddie has a very long shopping list and we need to work together to collect all the items.**

Children are positioned in small teams at one end of a designated space with different coloured hoops in front of them (try to ensure there are enough of these set out that children are not waiting a long time for a turn e.g. 2/3 children in each group). The teacher lays beanbags at the other end. The children must then collect the beanbags and run back to place them in the hoop. **Again, check the running technique of the children and give them pointers or extra practice if needed.**

**Activity 2: Fast Freddie's favourite food is beans. As a reward for completing all of the shopping in the last task, you can now help him check out the entire range of beans the supermarket has in store by joining him playing the bean game.** He likes all different kinds of beans. The teacher will call out different types of beans: jumping beans - children jump; runner beans - run; green beans - tall thin bodies; broad beans - still and wide; jelly beans - shake; baked beans - lie flat on the floor. The children must replicate the correct action and remember the movements. Pick out the most important bean today – “runner beans” and get children to run around showing off their good technique when this one is called.

**Give feedback and praise to children that are showing good running form and ask children to stop and watch certain children.**

### Making The Tasks Easier

- Increase the amount of space children have to move in.
- Support those children who are struggling with additional pointers and time to practice their technique.

### Making The Tasks Harder

- Reduce the amount of space that children have to move in.
- Add a competitive element into getting the shopping items activity if the children already have a good running technique and see if they are able to maintain good form.

## Feed Forward Notes for Next Session:

### Notes On Individual Children's Needs:

Names/ Group	Reason	Learning Plan

