



FREDDIE

Character: Fast Freddie **Adventure 5:** Fairy Tale Adventure

Keywords: balance, shape, tension, control, coordination, strength, movement, point balances, strong, stretch.

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: music and non-slip spots.

Lesson Focus/ Learning Objective

To improve our ability to change speed whilst travelling.

Success Criteria

- To show awareness of our own space.
- To change speed effectively whilst moving.

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 the learning focus from last week - we were looking at travelling and changing direction. Explain that we will be recapping that during today's adventure and also looking at being able to change our speed. Talk to the children about the learning objective and success criteria for the lesson. Today we're going to help Fast Freddie by joining him on a magical fairy tale adventure! As children are getting changed, allow them to show the changes of direction they learnt last week.

In The Hall – Warm-Up

Activity: Children, we're going to travel deep into the enchanted forest and must use the spots in order to find the magical cottage. Follow the correct instructions and don't get lost!

Position the children along the perimeter of the hall standing on a brightly coloured spot. Create a path using the non-slip spots around the outside of the hall for children to travel along. Instruct each child to jump from spot to spot as the music is playing (use track with contrasting tempo so children must travel both fast and slow). When the music stops children must stand as still as a statue trying to maintain body tension and balance.

Main Adventure

Activity 1: We've arrived at the magical cottage and here to greet us is the fairy godmother.... She is the one who helped Fast Freddie out when he lost his super speed power once. She is going to work with us now to help us control our speed and test the limits of how fast and slow we can go.

Children find a space in the hall and then all together learn Fast Freddie's speedometer levels 1 to 5. Speed 1 being really slow (children copy you walking really slowly around the room, negotiating their own and others space) Speed 2 (walking pace), Speed 3 (jogging). Practice the first 3 speeds with the fairy godmother calling out 1,2 or 3 to the children – checking that they have good technique, whilst moving around, and that they are not bumping into each other or anything else. Tell the children they are now going to move onto the faster speeds with the fairy godmother. Set up cones so the children have lanes to run in and demonstrate how to run up to the cones, stop and then walk back to the start. Practice this with speeds 1-3 again and then show the children speed 4 (running) and speed 5 (sprinting as fast as they can). **Ask the children, are their movements different when they are going slower compared to when they are going faster?**

Activity 2: The children have done so well with their speeds they can now explore the rest of the kingdom with their speeds. Show the children the four corners of the room and name them; The castle of Elsa and Anna from Frozen, the magical cottage where Snow White and the seven dwarves lived, the sea where the little mermaid and Sebastian the crab live and the cave where Aladdin found his magic lamp. In the middle is the enchanted forest where the children will return back to. Play a game calling out a speed from 1 to 5 and an area the children must move to.

Praise the children who are correctly remembering the right speed, moving to the right area safely with control and coordination.

Making The Tasks Easier

- Just have 3 speeds for the children to learn.
- Make the space bigger that they are negotiating their way around.
- Offer support to those who need it through demonstrations or copying.

Making The Tasks Harder

- Swap the speeds around quicker so the children have to react and follow.
- Make the space they are using slightly smaller so they have to show more spatial awareness.

Feed Forward Notes for Next Session:

Notes On Individual Children's Needs:

Names/ Group	Reason	Learning Plan