



FREDDIE

Character: Fast Freddie

Adventure 6: Off to the Seaside

Keywords: change direction, control, space, coordination, turning, awareness, dodging, agility, speed

Link to ELG: Observes the effects of activity on their bodies. (30-50 months)

Length of Session: 45 minutes

Resources Needed: Hoops, beanbags, balls and cones.

Lesson Focus/ Learning Objective

To be able to run skilfully at varying speeds and understand the effect activity has on their bodies.

Success Criteria

- To be able to adjust speed whilst running.
- To talk about how they feel when they are exercising.

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 what Fast Freddie's super powers are and what they have learnt previously with him. Describe the learning objective and the success criteria for today's adventure to the seaside. Talk to the children about the fact they will be using what they have already learnt and thinking about the effects of exercise on their bodies. **Ask children to describe how they feel when they have exercised and what effects it has on their body.**

In The Hall – Warm-Up

Activity: We're on our way to the seaside in our shiny bright cars. Can children remember the speeds from last week to travel there in their cars? Listen carefully and watch out for each other's cars.

Call out speeds 1 to 5 for the children..... we're on the slow country roads (speeds 2 or 3), onto the fast motorway (speeds 4 or 5), coming up to a junction or roundabout (speed 1).... As they travel to the seaside with Fast Freddie. He can't wait to show the children the sights and play games on the beach with them. **As the children are travelling at different speeds, stop them occasionally and talk to them about how their bodies are feeling and which speeds have the most effect on them. Encourage them to describe how their hearts are beating faster, are they feeling hotter, how they may feel out of breath and explain that these are signs of exercise.**



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Main Adventure

Activity 1: Children, we have now arrived at the seaside and we are keen to play some games. The first thing Freddie wants to do is jump the waves in the sea. Pretend to jump the waves in the sea with the children. Some waves are small and require little jumps or steps and others are bigger ones that we have to try hard to jump higher over. If you shout out to the children whether it is a big wave or a small wave, they have to decide how high to jump. **How long can the children play this game without starting to feel too tired? Get them to feel their hearts both before and after they have played it and describe the difference.**

Activity 2: There are lots of crabs and fish that have lost the rock pool they belong in. We must help them by picking them up and carrying them to the right ones. Spread around the room different coloured beanbags, hoops, balls and cones. Show the children how to place the same coloured ball on the same coloured cone or place matching coloured beanbags in hoops. The children can see how many they can complete in two minutes. **Feedback to children who are changing direction and varying their speed to complete this challenge. Talk to them about the body parts they are using bending up and down and carrying items. Are any of their body parts beginning to ache? Does this activity still make them feel out of breath?**

Activity 3: The Grumpy Grizzly has arrived on the beach and he is trying to knock over the children's sandcastles. They must try and protect them and keep them upright. Give every child a cone and let them put it upright in a space. Choose a few children to be the Grumpy Grizzly who will go around trying to turn the sandcastles upside down. The other children must try and protect these and turn them back the right way around if they have been upturned. **Again, talk about how this activity makes the children feel – especially the ones who are the Grumpy Grizzly. Is it hard work? Are they feeling tired and achy?**

Making The Tasks Easier

- Increase the amount of space children have to move.
- Put children with similar ability together.
- Reduce the number of children playing the Grumpy Grizzly.

Making The Tasks Harder

- Reduce the amount of space the children have to move in.
- Get the children to sprint, bend and jump for longer.
- Increase the number of children who are the Grumpy Grizzly.

Feed Forward Notes for Next Session:

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| Notes On Individual Children's Needs: | | |
| Names/ Group | Reason | Learning Plan |
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