



FREDDIE

Character: Fast Freddie

Adventure 2: In the Army

Keywords: movement, control, co-ordination, turning, awareness, safely, space and speed.

Link to ELG: Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (40-60+ months).

Length of Session: 45 minutes

Resources Needed: balls, bibs, domes and cones.

Lesson Focus/ Learning Objective

To develop their spatial awareness whilst travelling.

Success Criteria

- To be able understand personal space.
- Travelling in different ways using control and showing an awareness of others.

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 skills and actions they learnt in the previous adventure as they will be important during today's adventure. Describe the learning objective and the success criteria. Describe the adventure setting. Today we're going to help Fast Freddie by joining the army cadets and training to be a soldier! Now we have arrived at the training camp we must help Freddie become an army cadet by listening to the sergeant's commands. As children are changed get them to practice standing in a space in the classroom and then question the children. **How do they know they are in a safe space? You could then shake a tambourine or clap and they then have to find another safe space in the classroom.**

In The Hall – Warm-Up

Activity: Children your army cadets, you must listen to the sergeant and follow the correct instructions. 'Attention!' Position the children in a space in the hall with domes spread out sporadically from children to navigate around. Instruct the children to travel around hall using different modes of travelling (e.g. walking through the tall grass, marching in the parade, crawling through the trenches, jumping over potholes and running through the fields). **Get children to think about their own use of personal space whilst travelling in these ways. How can they avoid bumping into other children? How can they make sure they don't bump into objects in the room? Which way of travelling do they find easiest stay in control of their body and not bump into other children? Give children feedback to support them to do this well or praise children who are being successful e.g. they are showing spatial awareness and can travel using different ways, speeds and levels.**



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Main Adventure

Activity 1: Children you must help Fast Freddie complete his training to become an army cadet, use your super speed to find a partner as fast as possible.

Children are positioned in a space in the hall. They must travel around the hall using the ways suggested in the warm up but now (on the teacher's command) they must join body parts with a partner as fast as possible (e.g. sticky feet, sticky knees, sticky backs, sticky tummy's, sticky shoulders, sticky elbows, sticky hands, sticky heads). **Can they locate large and small body parts? What difference does it make having to move with a partner? How does it affect your personal space?**

Activity 2: Children as part of training you must show your super speed and get away from another group of army cadets which is being led by the Grumpy Grizzly.

Children are positioned in a space in the hall. The children should aim to travel around the hall negotiating space and avoiding two tagging player's (wearing brightly coloured bibs). The children travelling in the hall must tuck a bib into the side of their shorts and avoid being caught by the two tagging players. If a child's bib is taken they must sit on the floor with their legs crossed and become an obstacle in the field. Children must show good spatial awareness and speed to avoid others. **Children what super powers can we use to prevent the Grumpy Grizzly's team tagging us? (turning, changing direction, running into space etc.).**

Activity 3: Children we are walking through the tall grass out in the open fields, and it is really muddy and some cadets are finding themselves getting stuck in the mud.

So be careful. '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 player's (wearing brightly coloured bibs). When tagged the children are stuck in the mud and should stand like a big star. They now need help from their fellow army cadets 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. Use non-slip spots in the corners and outside of the hall and encourage children to spread out looking for spaces in the hall. Why must children travel at different speeds during this activity? (In order to stay safe and avoid the obstacles to prevent any accidents). How are you able to move into space in the hall? What are you looking for as you are moving?**

Making The Tasks Easier

- Increase the amount of space children have to move in.
- Condition the taggers so that they can only walk and not run.
- Have fewer taggers to ensure children have more success.

Making The Tasks Harder

- Reduce the amount of space that children have to move in.
- Increase the amount of taggers children have to avoid.
- Instruct children that they can only move certain ways to make moving harder

Feed Forward Notes for Next Session:

Notes On Individual Children's Needs:

Names/ Group	Reason	Learning Plan