



FREDDIE

Character: Fast Freddie

Adventure 3: Off to the Supermarket

Lesson Focus/ Learning Objective

To improve co-ordination skills.

Keywords: movement, control, co-ordination, balance, awareness, safely, space.

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

Length of Session: 45 minutes

Resources Needed: tennis balls, bibs, beanbags, hoops and cones.

Success Criteria

- To balance without wobbling.
- 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. See if the children can remember the skills that were important from last week's adventure. Ask the children what they think is meant by the term 'co-ordination' and why this is important during sport and exercise (linking body movements together to create a specific action). Describe the learning objective and the success criteria. Describe the adventure setting. Today we're going to help Freddie by joining him as he's off to the supermarket! Now we're nearing the store, we must help Fast Freddie get there by listening to the shopkeeper assistant' instructions. **As children are changed... ask the children to practise holding a balance on different parts of their body.**

In The Hall – Warm-Up

Activity: Children Fast Freddie's favourite food is beans. Help him check out the entire range of beans the supermarket has in store by joining him playing the bean game. We've finally managed to get all of our food in our trolleys and out of the store and we've made it back home. Fast Freddie's favourite food is beans! He likes all different kind of beans. Teacher to 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. **Which children can remember sequences and demonstrate them well using good balance, control and co-ordination. Can children stretch using different space holding their bodies still with tension?**



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Main Adventure

Activity 1: Children we need to dash around the store and complete our shopping list. Be sure to pick up the right items. Now we've arrived at the supermarket we can see that some of the items in store have been put on the wrong shelves! We need to find the correct food and drop it back onto the correct shelves. Children are positioned 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 (red, green, yellow, blue). The children must remember what colour beanbag goes in which hoop and return it as fast as possible. They must remember to only carry one item at a time. Place 2 or 3 hurdles in between the children and the beanbags, which children must jump over safely. **How should children be running with control and co-ordination? Demonstrate the correct technique practice first by marching extending opposite arm and legs in unison. Ask the children why our arms are important whilst running (balance, momentum, acceleration).**

Activity 2: Children the Grumpy Grizzly bear is trying to stop us in our track. He is trying to block the items by tagging us and sending us back down the aisle. Oh no! The Grumpy Grizzly is back and he is trying to take food out our trolleys, if caught you must go back to the start. Remove the hurdles from the previous activity and set up as previous. Introduce one or two tagging players (Grumpy Grizzly bear) into activity one. Their aim is to tag children as they try to retrieve the beanbags. Once tagged that child must return back to the hoop before attempting to bring back another item. **Do children show good signs of control and co-ordination during this activity? What are they doing that makes them successful? Are they conscious of the pointers they are doing? Try and draw out this knowledge from them through questioning and also by giving effective feedback. Support the less able pupils with this specific feedback and guidance.**

Activity 3: Children the Grumpy Grizzly bear been in the fruit aisle and knocked over the giant apple stand. Customers can't get their shopping as the floor is covered in apples. **Can you help Fast Freddie save the day?** Children are organised into small groups in the corners and sides of the hall (position the children sitting behind a brightly coloured hoop and aim to keep the groups small to ensure children are as physically active as possible). Sporadically spread tennis balls around the hall. Instruct the children to crawl around the hall taking it in turns to return a tennis ball to their hoop (e.g. when they return with a tennis ball to their team they must tag their friends). Once the game has ended and all of the tennis balls and been returned play again with a variation in the rules. This time round children must attempt to steal balls from other teams, with all children joining in at the same time. Children must remember they must not try to protect and defend their ball and they can only carry **one tennis ball at a time**. **Crawling is vital to improve core strength and co-ordination. Which children can crawl using their hand and toes keeping their heads up and avoid others competently?**

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.
- Use more hurdles for children to move over

Feed Forward Notes for Next Session:

Notes On Individual Children's Needs:

Names/ Group	Reason	Learning Plan